



PTAA/Nevada

SPCSA Charter Proposal Cover Sheet

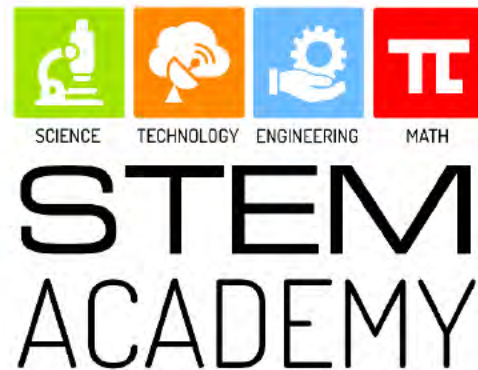


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1. SPCSA Charter Proposal Cover Sheet

Identify the **primary point of contact** for your Committee to Form. Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that your Committee to Form receives all general communications promptly. Please note that, as with all aspects of your application, names and contact information of the Primary Contact will become public information. Please note that neither the Primary Contact nor any other member of the Committee to Form may be an employee of a proposed vendor, including an educational management organization.

Primary contact person: Shubham Pandey

Mailing address:

Street/PO Box: [REDACTED]

City: [REDACTED] State TX Zip [REDACTED]

Phone Number: day [REDACTED] evening [REDACTED]

Fax Number: _____ Email: [REDACTED]

Name of team or entity applying: CMO: SSS Education Corp
Proposed School: Pioneer Technology & Arts Academy
Nevada

NRS 388A.240 Membership of committee to form charter school.

1. A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

Ê The term does not include a person who is employed as a substitute teacher.

Names, roles, and current employment of all persons on the committee to form (add lines as needed). Note that the Committee to Form may be different than the proposed Governing Board:

Full Name	Current Job Title and Employer	Position with Proposed School
Shubham Pandey	CMO Head/ Superintendent	CMO Head/ Superintendent
Derrick Love	100 Academy of Excellence Principal	Principal
Rudy Pamintuan	Guardian Parent	Board Member/ Parent
Sonya Gracy	HR	HR/Accounting
Brent Parrott	PTAA TEXAS Board Member	Board Member
Shannon Houston	PTECH Coordinator (Certified Teacher)	Board Member/Teacher Certificate
Annie Black	Mesquite NV Council Women	Board Member
Paul King	PTAA Chief Financial Officer	Financial Officer

Does this Committee to Form, charter management organization, or education management organization have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this Committee to Form, charter management organization, or education management organization have new schools scheduled to open elsewhere in the United States in the 2019-20 or 2020-21 school years? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

Proposed School Name	City	State	Opening Date
Pioneer Technology & Arts Academy	Dallas	TX	08/17/20

School Name (add lines as needed):

Proposed School Name(s)*	Opening Year	Grades served Year 1	Grades served at capacity
Pioneer Technology & Arts Academy Nevada	2020	K-8	K-12

(a) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K						
K	68	115	115	115	115	115
1	68	115	115	115	115	115
2	68	115	115	115	115	115
3	68	115	115	115	115	115
4	68	115	115	115	115	115
5	56	85	85	85	85	85
6	88	115	115	115	115	115
7	88	115	115	115	115	115
8	76	106	112	112	112	112
9		84	102	102	102	102
10		-	78	102	102	102
11		-	-	78	102	102
12		-	-	-	78	96
	648	1,080	1,182	1,284	1,386	1,404

Proposed Location

If an exact location has not been determined, please provide a detailed description of the proposed contact location including, geographic area, cross streets, and neighborhood.

Campus Location	County	Zip Code(s) to be Served by School
		89030 and 89107 and 89032 and 89027 and 89034 and 89115 and 89081 and 89117

Nevada law currently permits an operator to contract with a for-profit, Education Management Organization or a non-profit, Charter Management Organization.

Does the proposed school intend to contract or partner with an education management organization (EMO) or charter management organization (CMO) to provide school management services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the name of the EMO or CMO and specify which designation:	CMO: SSS Education Corp

NRS 338.249 permits a committee to form or a charter management organization to submit a charter school application.

Is the applicant for the proposed school a charter management organization (CMO) or a Nevada non-profit corporation formed for the purpose of applying for a charter in conjunction with a CMO? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, identify the CMO and any affiliated NV non-profit:	SSS Education Corp.

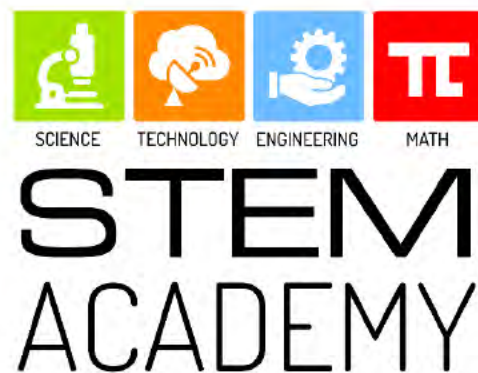
In accordance with NAC 388A.160(8), if this application was prepared by a person who is not a member of the committee to form the charter school, or by another entity, including, without limitation, an educational management organization, or if such a person or entity assisted the committee in preparing the application, the applicant must disclose information about that person and/or entity.

Was the application prepared by a person who is not a member of the committee to form the charter school, or by another entity including, without limitation, an educational management organization, AND/OR did a person who is not a member of the committee to form the charter school, or another entity including, without limitation, an educational management organization assist the committee in preparing the application? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
If yes, what is the name of the person(s) and/or entity(s)?	
Please list any affiliations this person(s) and/or entity(s) has to existing schools and the dates of such affiliation.	
Please provide a resume for the person(s) and or entity(s)?	



PTAA/Nevada

Meeting the Need



2. Meeting the Need

MISSION AND VISION

The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.

- (1) Provide the mission and vision for the proposed school and briefly describe how they serve as the foundation for the proposed school, including:
- (a) The key components of your educational model
 - (b) The outcomes you expect to achieve
 - (c) Key supporters, partners, or resources that will contribute to your school's success

The mission of Pioneer Technology and Arts Academy Nevada (PTAAN) is to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration, and innovation. PTAAN graduates will have the skills and knowledge to earn advanced degrees, secure fulfilling positions in STEM professions, and become international leaders. Creativity in PTAA Nevada's programs allow children to expand their creative thinking skills, which are necessary to solve complex engineering, science, and math problems.

Art is about discovering and creating ingenious ways of problem-solving, integrating principles and presenting information. By adding the elements of art to STEM based thinking, PTAA Nevada believes that students can use both sides of their brain—analytical and creative— to develop the best thinkers of tomorrow.

The vision of PTAAN is to

- Be a global leader in STEM education
- Prepare all students for success in postsecondary education
- Increase the diversity of students earning STEM degrees and entering STEM professions
- Ensure that all members of our community make positive contributions to the world around them.

PTAAN will utilize curricula and instructional practices proven to be effective with all students, but especially with targeted populations such as economically disadvantaged, special needs, and minority students. These methods include project-based learning (PBL), technology-based instruction/blended learning, and other student-centered practices. Distinguishing features of the PTAAN model include:

- Emphasis on STEM curriculum
- 21st Century Skills
- Project Based Learning
- Blended Learning

These four elements support the school's mission that ALL students will be empowered to reach their full potential in college and beyond.

PTAAN is founded on the belief that all students can and should develop the character, knowledge, and skills to pursue STEM fields in higher education and to become successful STEM professionals.

We believe that the classroom of today and of the near future must:

- prioritize 21st century skills
- emphasize student investigation
- offer differentiated individual educational plans that respect the unique attributes of all learners.

PTAAN intends to hold itself and its students to high standards of achievement. The school has clearly defined goals and objectives that are aligned with Nevada Common Core standards. The school has also planned for frequent and objective measurement of its progress toward meeting these goals. PTAAN expects to increase academic achievement and realize its vision through a rigorous STEM curriculum, character development, and creating a school-wide culture of excellence. The goals described in PTAAN's application focus on student growth both on an individual and group basis.

PTAAN has identified two overarching academic goals:

1. Student success in English Language Arts/Literacy, Math, and Science.
2. Demonstration of at least one (1) year of growth in Reading and Math annually with the goal of meeting and exceeding proficiency in the core curriculum

PTAAN is committed to achieving the following outcomes:

- Delivering increased learning opportunities for all students, by providing a rigorous curriculum within a nurturing and supportive learning environment.
- Differentiating instruction that enables all students are able to realize their highest academic potential in a creative collaborative learning environment.
- Matching or surpassing the average student academic performance of the local district in all required state accountability tests, (e.g. SBAC, CRT Science).

Mission Specific Goals

Rationale: PTAAN has three components of its mission that lend themselves to setting measurable goals. These include inspiring and engaging students in the curriculum, increasing the number of underrepresented students who receive a STEM education, and increasing interest in STEM professions among our students.

Goal 1) All PTAAN students, families and faculty will feel connected to and engaged with the school and its curriculum.

Objective a): Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective b): Average teacher satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective c) Average student satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective d) In each year, PTAAN will maintain an average daily attendance rate of at least 95%.

Goal 2) PTAAN will increase the number of underrepresented students studying STEM subjects.

Objective a) By the end of year 1, and each year thereafter, the percentage of minority students entering the lottery for admission to PTAAN will be equal to or greater than the district's percentage of minority students.

Objective b) By the end of year 1, and each year thereafter, the percentage of students entering the lottery for admission PTAAN who qualify for free and reduced-price lunch will be equal to or greater than the district's percentage of FRL students.

Goal 3) PTAAN will demonstrate an increase in student interest in STEM careers and STEM postsecondary education

Objective a) By its second year of operation, the annual percentage of students reported to be interested in pursuing a career in STEM fields on an annual survey will meet or exceed 70%.

Organizational Goals

Rationale: PTAAN must maintain adequate enrollment and operate in a fiscally prudent manner to best serve students.

Goal 1: In every year of its operations, PTAAN will meet its enrollment goals.

Objective a): Upon opening, and each year thereafter, PTAAN will meet or exceed its annual projected enrollment.

Objective b): PTAAN will always maintain a waitlist of at least 50 interested students

Objective c): PTAAN will maintain a lower student mobility rate than the surrounding district. At least 90% of students who enroll in PTAAN will remain throughout the year.

Objective d): PTAAN will retain at least 90% of its student body from year to year.

Goal 2: PTAAN will demonstrate financial responsibility.

Objective a): PTAAN will prepare a balanced and realistic budget every year of its operations.

Objective b) Actual income and expenses will not vary from projected income/expenses by more than 10% except in extraordinary circumstances

Objective c) Every year, PTAAN will receive a clean audit with either no management letter or only minor issues in management letter

Goal 3: PTAAN will ensure high quality governance and oversight.

Objective a) PTAAN will maintain a minimum of 5 board members.

Objective b) Average Board member attendance at meetings will be at least 80%.

Objective c) PTAAN Board members will comply with all state and federal laws governing charter school oversight.

Goal 4: PTAAN will maintain a high-quality teaching staff that is well equipped to meet the needs of students.

Objective a: All PTAAN teachers will have at least a bachelor's degree and the school will strive to hire a majority of teachers with master's degree or higher.

Objective b: Each year, at least 80% of teachers who are invited to return to PTAAN will be retained.

Objective c) By Year 2 of operation, each teacher will average 10 hours of professional development in strategies for effective instruction in targeted traditionally underserved student populations.

- (2) A charter school must have as its stated purpose at least one of the goals set forth in NRS 388A.246. Please identify the statutory purpose(s) of the school and how these align to the mission and vision of the school. The six statutory purposes are:
- (a) Improving the academic achievement of pupils.
 - (b) Encouraging the use of effective and innovative methods of teaching.
 - (c) Providing an accurate measurement of the educational achievement of pupils.
 - (d) Establishing accountability and transparency of public schools.
 - (e) Providing a method for public schools to measure achievement based upon the performance of the schools; and
 - (f) Creating new professional opportunities for teachers.

PTAAN's mission and vision align with all six statutory purposes:

- a) The academic achievement of all pupils is the cornerstone of PTAAN's mission to engage and prepare all students for post-secondary success in the 21st century.
- b) PTAAN's use of blended learning and Project-Based Learning (PBL) are innovative and effective ways of delivering instruction that enhance inquiry and individualized learning and are integral to its mission and vision.
- c) Through a schoolwide focus on immediate action planning assessments data and its use of standardized assessments such as NWEA MAP testing and WIDA, PTAAN will demonstrate student's academic achievement progress which is critical to fulfilling its mission and vision.
- d) By providing a model that achieves success with underserved populations that results in a four- or five-star rating, and by regularly engaging and responding to the community, PTAAN will establish accountability and transparency as a public school and lead by example.
- e) Project -Based Learning utilizes inquiry-based instruction is led by students with learning measured through multiple assessments including rubrics, written reports, and products. Blended learning generates data aggregated daily on each child's performance. These formative assessments are then measured against all students' achievement on SBAC. This process allows PTAAN to measure achievement based on its performance and aligns with its mission and vision to emphasize creativity innovation and collaboration that prepares all students for post-secondary success.
- f) PTAAN's use of blended learning and PBL offer teachers multiple sustained opportunities for professional development. These are standard based 21st century instructional skills that are part of PTAAN's mission and vision for its students.

TARGETED PLAN

(2) Explain how the educational model you wish to implement meets the needs of the community you wish to serve.

(3) During the 2019 legislative session, AB 462 required the SPCSA to develop an Academic and Demographic Needs Assessment. [A copy of this document can be found here.](#) Given the demographic and academic needs as defined below, please describe how your proposed school would meet one or more of the needs defined in the Academic and Demographic Needs Assessment. Note that the SPCSA will evaluate charter applications based upon both the public charter school application rubric and the proposed school's plans to meet statewide academic and demographic needs found within the Needs Assessment.

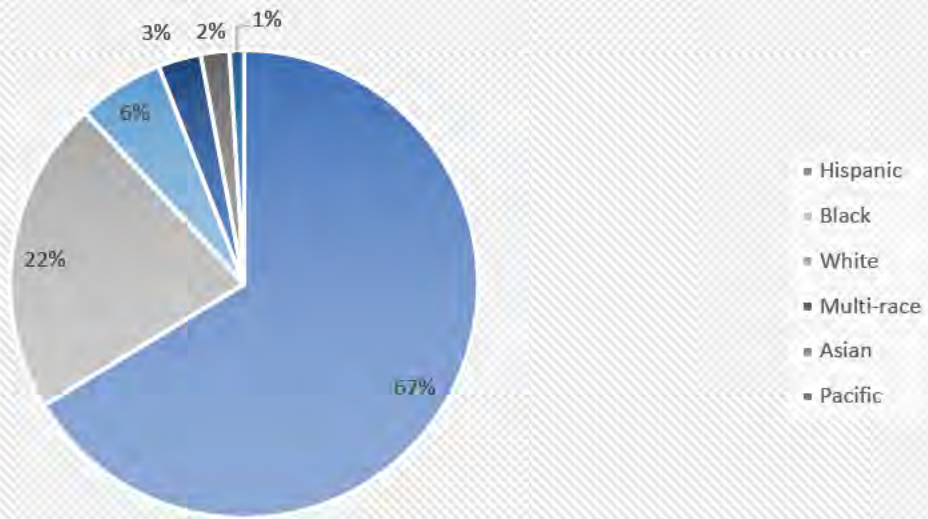
- (a) Demographics: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEPs. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average.
- (b) Academic Needs: Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.
- (c) Academic Need: Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones.

PTAAN's identified community will primarily focus on serving families in the city of North Las Vegas. PTAAN has a lease agreement for a facility on N. Bruce Street at a cost of \$1 per year. [See Attachment 16].

The CMO/Founding Board examined student ethnicity demographics as well as academic achievement data from schools within a 3-mile radius of our proposed school facility site, encompassing zip codes 89030, 89032, 89101, 89106, 89110, and 89115. We anticipate the actual student enrollment will reflect these findings. Data from public schools within our targeted population was obtained through the Nevada Report Card website. Results were averaged to produce these findings:

Nevada Report Card. Nevada Department of Education. "Data Interaction for Nevada Accountability Portal". URL: Nevada Report Card. Last accessed June 2020.

Chart 3-1: Ethnicity Demographics of Surrounding Schools



As demonstrated in Chart 3-1² above, we anticipate serving a student population that is 2% Asian, 22% Black/African American, 67% Hispanic/Latino, 3% Multi-Racial, 1% Native Hawaiian/Pacific Islander, and 6% White. Additional data obtained from these same schools also demonstrated a population with a variety of backgrounds and needs:

Table 3-1: Projected Special Student Subgroups (Surrounding Schools)

	IEP	EL	FRL
All Zip Codes	12%	34%	95%
89030	12%	37%	96%
89032	13%	18%	87%
89101	10%	40%	89%
89106	13%	23%	98%
89110	12%	51%	94%
89115	13%	37%	100%

As presented in Table 3-1, we anticipate that approximately 12% of our students will be on an Individualized Education Plan (IEP) while 34% will be English Learners (EL). We expect that roughly 95% of our students will qualify for Free/Reduced Lunch (FRL) services.

These findings present an ethnically diverse targeted population encompassing a variety of needs. These needs are further defined by the educational achievement of students in the surrounding area.³ Student achievement data from these same surrounding schools demonstrates a need for the community to have access to a school choice that provides an excellent education for all students.

² Results for the ethnicity category of "American Indian/Alaskan Native" were found to be less than 1% and were therefore not included in the chart above.

³ Nevada Report Card, Data Interaction Portal. Data from our Targeted Surrounding Schools displayed here and throughout the application are the averages of all grades for all schools within a 3-mile radius of PTAAN's proposed location. A list of these schools and their corresponding data is available upon request.

2018-19 SBAC results found that only 27% of the overall targeted community achieved proficiency on the Mathematics portion of the assessment, while only 37% achieved proficiency on the Reading portion⁴. Additionally, mathematics proficiency showed a decline in grades 3-5.

Schools in PTAAN's targeted area consistently underperformed in all subjects, with lower proficiency percentages than the state in those same subjects. While these results represent the average of these surrounding schools across all grade levels, these educational outcomes decrease when disaggregated by special student subgroups. Please see Table 3- 255⁵ below.

Table 3-2: 2018-19 SBAC Results – Disaggregated by Special Subgroup

	Math	Reading
All Students	27%	37%
IEP Students	7%	9%
EL Students	14%	14%
FRL Students	26%	36%

Academic need is evident in the ZIP codes that PTAAN intends to serve. Each of the ZIP codes in the target area aligns to the Nevada State Public Charter School Authority's definition of "Academic Need" as outlined in the recent 2019 Academic and Demographic Needs Assessment⁶ or otherwise being a ZIP code which contains one or more 1 or 2 star schools.

Within the 3-mile radius of PTAAN's proposed N. Bruce Street site, a total of 38 public schools were analyzed from the elementary to the middle school grade levels. Eleven of those schools are in ZIP code 89030, six from 89032, six from 89101, five from 89106, four from 89110, and six from 89115.

Table 3-3: Targeted ZIP Codes and Star Ratings

Targeted zip code	Total number of schools	Number of 1-2-star schools	Number of 1-2-star ES	Number of 1-2-star MS
89030	11	7	6	1
89032	6	5	3	2
89101	6	5	4	1
89106	5	5	4	1
89110	4	1	1	n/a
89115	6	5	4	1

PTAAN will offer families the opportunity to choose a school that provides an excellent education to a diverse student population and meet the needs as described by the Nevada SPCSA's Academic and Demographic Needs Assessment. PTAAN will draw on the curriculum and instructional practices that have been established at PTAA in Texas and that have shown strong results-A-rated elementary and middle schools with a diverse student body similar to the target area population for

⁴ Nevada Report Card.

⁵ <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/190812-2019-Academic-and-Demographic-Needs-Assessment-2019-07-26.pdf>

⁶ https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability

PTAAN.⁷ The core of PTAA's instructional model is the PTECH model offered in high school and supported through backward design for all grades. PTECH, a national model now in eight states, was launched in 2011 to provide a holistic approach to workforce development and address the global skills gap. PTAA Texas is a designated PTECH District. All the practices and systems in our K-8 model are designed to prepare students to be successful in the PTECH model, and, more broadly, to be successful in secondary education and beyond.

PARENT AND COMMUNITY INVOLVEMENT

(1) Describe the role to date of any parents, neighborhood, and/or community members involved in the development of the proposed school

PTAA started working creatively to collect data during the COVID closures from community members. PTAA created and distributed School Improvement Interest Surveys and collected data from several community members directly and indirectly. Survey questions were targeted to determine interest in a PTECH college readiness model, High School Pathways and acquisition of foreign languages. More than 110 families with 150 plus students submitted their data from Saint Christopher School students. An additional 120 new community parents and students also participated in surveys. *All 270 community member surveys are attached.*

SSS and PTAAN have developed a working relationship with Stavan Corbett of the Nevada Workforce Commission. An official meeting was also held recently around PTECH associate pathways that PTAAN is planning to offer in Nevada. *The signed agenda of the meeting is attached.*

SSS and PTAAN have worked on PTECH pathways aligned to the College of Southern Nevada (CSN) community college in Clark County. Several conversations have taken place with VP/Provost Dr. Clarrisa Cota, and a meeting is scheduled on December 7 with CSN President Federico Zaragoza. *(Meeting invitations are attached).*

Also attached are Letters of Support from Shade Tree, Francisco Aguilar, Chairman, Board of Trustees & Director of External Affairs of Cristo Rey School in North Las Vegas. See attached Letters of Support.

PTAAN has been and will continue to build connections to community partners and community leaders in Las Vegas. We have already secured support from those listed in the chart below.

(2) Describe how you have engaged, and will continue to engage parents, neighborhood, and community members from the time the school was conceptualized to when the application is approved through the opening of the school. What specific strategies have been implemented and will continued to be relied upon to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

The success of PTAAN's educational program is dependent on parental and community involvement. Teachers, administrators, parents, and the community share the responsibility for advancing the school's mission. Our CMO/Founding Board complies with NRS 388A.320 by

⁷ [https://tea.texas.gov/Student Testing and Accountability/Accountability/State Accountability](https://tea.texas.gov/Student%20Testing%20and%20Accountability/Accountability/State%20Accountability)
[https://tea.texas.gov/sites/default/files/2019%20List Campus By Rating.pdf](https://tea.texas.gov/sites/default/files/2019%20List%20Campus%20By%20Rating.pdf)

ensuring at least one of our members is a “parent or guardian” and that the majority of our members consist of local, committed, and engaged citizens who want to improve our community. We have worked with individuals from the North Las Vegas City Hall’s Division of Economic Development and the Las Vegas Metro Chamber of Commerce to find the best people for our committee and to market the school effectively.

To engage parents, neighborhood, and other community stakeholders, PTAAN’s Committee to Form has held an event and activities every Tuesday at 100 Academy in North Las Vegas. These events could be accessed virtually as well as in person.

At each of these events, members from the CMO/Founding Board have been in attendance to provide information about the PTAAN’s culture, educational model, proposed location, and benefits to the community. Additionally, the proposed Principal, CMO and Founding Board members have listened to and gathered feedback from other community stakeholders, including students and families, to ensure the community’s voice is an integral piece of the school’s development. Feedback gained from these meetings include parental visions and expectations for the school; needs of the community; anticipated educational deliverables; extra-curricular activities; and discussion of the school’s mission and goals.

Additionally, proposed Principal of PTAAN, Dr. Derrick Love, has engaged the community through door-to-door marketing campaigns of the school’s targeted community to spread awareness of the proposed school and gain community feedback.

PTAAN has implemented a robust outreach plan to engage community stakeholders. The school sent out mailers in both Spanish and English to its targeted ZIP codes as well marketing efforts via social media. These mailings, social media marketing, and events have proven successful as the school currently has more than 84 letters of intent to enroll in the School, despite the Covid-19 limitations, with all of them coming from the ZIP codes within PTAAN’s targeted area. (Please see Attachment 1 for Letters of Intent to Enroll). The CMO/Founding Board and Dr. Love will continue to hold events these monthly meetings after the application’s submission in January and up until the school’s proposed opening in the fall of 2022. At these events, PTAAN will continue to learn parent priorities and concerns as well as establish buy-in from community stakeholders.

PTAAN launched its official web site Ptaaschool.org and social media <https://www.facebook.com/PTAANevada/> to engage with community members and keep interested families informed about upcoming events. . As the school becomes operational, additional information on the website will include, but not be limited to: Governing Board’s meetings; including upcoming meeting dates, public notices, agendas, and minutes; Contact information; Board Member biographies; Board-approved school budget; Uniform policy information with links for purchasing apparel; PTAAN’s mission, vision, and history; Directory of administration and staff; School schedule and calendars. The website will also be an effective tool for constant communication with families on all items related to the School.

Ongoing outreach efforts will include:

- Community Meetings: The CMO, Board, and faculty will conduct several community meetings at the school site once it has been secured to make area residents aware of this new school choice.
- Direct Mail: PTAAN has already conducted direct mail campaign to more than **15,000** homes in the targeted area. As we near opening, if we have not filled all available slots, we

will, at our cost, mail enrollment information in both English and Spanish to every eligible student in the targeted area ensuring broad awareness and equal access to the school.

- Social media: We have a robust social media presence, including a Facebook account with more than **160** followers. We will continue to promote the school through this and other social media channels.

(3) *Describe any expectations for parent volunteering.*

Note: In this narrative, the word “parent also includes guardians and other members of a student’s family involved in the student’s education

PTAAN believes the education of each student is a responsibility shared by the school and parents. The school recognizes the need for a constructive partnership between the school and parents that provides for two-way communication and fosters educational support for students and parents.

PTAAN will emphasize the importance of families being invested and taking ownership of their child’s education and personal growth. To do this, PTAAN will create several opportunities for parent involvement in the academics of the school. Areas for involvement will include:

- Parent Volunteers in the Classroom-Parents will have the opportunity to volunteer in the classroom with students. These volunteer opportunities will include, but not be limited to, assisting with student study/project groups, assisting with teacher projects, assisting with teacher paperwork (project prep, paper communications to parents, classroom organization), and classroom celebrations.
- Parent Informational Seminar – PTAAN will conduct parent seminars, digitally delivered, to include a “technology seminar” on the guidelines and safe practices of using tablets in education, both at school and at home. Since these will be created in a digital video format, to be watched via the student’s tablet, parents can participate at their own convenience and PTAAN can archive the videos for future year use.
- Progress Reporting – PTAAN will regularly communicate test scores and school-wide progress, as well as individual student progress to parents. Parents will receive two standardized report cards for each semester’s body of work. Additionally, with the implementation of the one-to-one tablet environment and the utilization of digital curriculum, parents will get immediate feedback and real-time progress reports on the daily academic activities of their child.
- School Communications – Parental feedback is important to the school leaders of PTAAN to create and sustain a school of excellence. All parents of children attending PTAAN will have the opportunity to participate in an annual satisfaction survey. Our goal is that 85% or more of parents will agree that PTAAN is providing an innovative academic program that equips students with creative and critical thinking skills. The PTAAN Board of Directors will use the feedback provided in the survey as one indicator in the assessment of the Principal’s performance and the administrative team will use this feedback for program adjustments and professional development planning for the upcoming school year.

Parents will be informed of school events and school-wide learning topics through the school website, parent newsletter and home school telephone messaging system. We will employ such methods as weekly e-mails, the school website, and others to inform our families of volunteer opportunities or other events in which they can be involved.

It is the intention of PTAAN to cultivate and support active parental involvement and to set and realize goals for parent-supported student learning.

Specifically, PTAAN will:

- Consult with and encourage parents to share in school planning and in the setting of objectives through participating in School Accountability Committees.
- Facilitate the creation of and support a strong Parent Teacher Organization
- Help parents understand the educational process and their role in supporting student achievement.
- Provide opportunities for parents to volunteer at the school.
- Provide opportunities for parents/guardians to be informed about their student's progress toward attaining proficiency on state and school content standard through written materials and public meetings. Information will explain how the student's progress will be measured and how parents will be informed of such progress. This information will also be provided to the school Parent Teacher Organization and the PTAAN School Accountability Committee.

PTAAN also recognizes the special importance of parental involvement to the success of its Title I, Migrant Education Program (MEP), and Limited English Proficiency (LEP) programs and will ensure that PTAAN jointly develops with parents written parent involvement policies that meet the requirements of federal law.

(4) For each strategic partnership your school has established with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than the CMO/EMO identified in the application or dual-credit partners discussed in subsequent sections, please complete the table below. If there are future organizations that you plan to seek to partner with, please list those as well. Include, as Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.

Partner Name: Microsoft Teals	
Briefly describe this partnership	Microsoft Volunteers teach high school courses on site.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>Microsoft Volunteers teach high school courses at campus. Four volunteers are assigned per course. Up to 3 courses are taught in high school including the AP computer science course. Course is taught daily Monday-Thursday.</p> <p>These are volunteer Teaching Professionals working to develop and strengthen CS program among students, Mentoring – Job Skills, Resume and Interview Skills, Guest Speakers (Yearly Application with MOU in place at other</p>

	<p>campuses and planned for Nevada upon approval).</p> <p>There is no fee for this service to school and it is paid by Microsoft Philanthropy.</p>
Partner Name: Sharp	
Briefly describe this partnership	Sharp Volunteers teach high school Network Technologies on site and offer Internships
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>Sharp Volunteers teach high school Network Technologies on site and offer Internships. Students are offered as part of PTECH training, hands-on hardware experience. They are also offer 3 level of courses that directly align with internship offers.</p> <p>There is no fee for this service to school and it is part of PTECH program.</p>
Partner Name: BB&T	
Briefly describe this partnership	Private and bank placements and work as underwriters for tax exempt financing
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>They are number one charter school bond underwriters in the nation. They have Private and bank placements and work as underwriters for tax exempt financing for charter school property acquisition.</p> <p>There is no direct fee for this service to school and it is part of financing fee.</p>
Partner Name: Tortoise	
Briefly describe this partnership	To provide debt financing for Pioneer Technology and Arts Academy's school building project in Las Vegas, Nevada.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community	They have partnered with PTAA in both Colorado and Texas, and they understand the school mission and vision. They provide affordable debt financing for charters schools.

organizations or individuals that will enrich student-learning opportunities	There is no direct fee for this service to school and it is part of financing fee.
Partner Name: Colliers	
Briefly describe this partnership	Specialize in representing occupiers of education based real estate.
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>Colliers provide education real estate options in all 50 state. Their dedicated advisors represent and advise charter schools on their real estate transactions throughout the US as well as provide advisory services for demographic, competition, and Market Feasibility Studies.</p> <p>There is no direct fee for this service to school and school (as buyer) doesn't pay any commission.</p>
Partner Name: Kimley Horn	
Briefly describe this partnership	Guest speaking and community events to support Engineering programs
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>National Civil engineering firm that provides alliances via guest speaking, Mentoring – Job Skills, Resume and Interview Skills.</p> <p>There is no fee for this service to school and it volunteer opportunity.</p>
Partner Name: 180 Opportunity	
Briefly describe this partnership	<p>Work with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready.</p> <p>Invest in great schools, organizations, and educator leaders that will provide more kids a high-quality education.</p>
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	<p>They have provided options to startup funds and help during the incubation period. They Invest in great schools, organizations, and educator leaders that will provide more kids a high-quality education.</p> <p>There is no fee for this service to school and</p>

	grant funds are raised by 180 philanthropy.
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Copy and paste this table into your application narrative for each of your strategic partners.

A few other partnerships and demonstrations of support include, but are not limited:

- Charter School Association of Nevada (CSAN)
- Senator Keith Pickard, Esq., Nevada Senate District 20
- John J. Lee, Mayor of City of North Las Vegas
- 180 Group

For a complete compilation of all of PTAAN's letters of community support, please see Attachment 1 – Letters of Community Support.

(5) Describe the committee to form's ties to and/or knowledge of the target community. What initiatives and/or strategies will you implement to learn from and engage the neighborhood, local community?

The CMO/Founding Board of PTAAN represents a diverse set of skills and backgrounds and holds ties to our local community of North Las Vegas as well as the greater Las Vegas metropolitan area.

Shubham Pandey: Shubham has worked with in Las Vegas, rural Mesquite community and Clark County school district for two years. During this time, he has:

1. Finalized a contract that is signed by Clark county school district to provide Education, Services, Business services, HR and community services to Clark county charter school.
2. Worked with the charter governing school board to finalize and locate tax exempt solution for affordable school financing.

The Committee to Form consists of the following members:

Shubham Pandey has more than 20 years of experience in education, technology, construction, and business world. He holds Master of Computer Science – University of NSW, Australia 1999. He is a leader of several high performing charter schools in TEXAS and has passion for all students to be technology literate and successful in College. As an education entrepreneurial his experience includes PTECH and STEM classroom curriculum, school technology, assessment, College alliances and policy implementation. His finance background also allows him to implement effective administration, new business concepts, balanced budget and securing finances for school construction.

Rudy Pamintuan: Longtime Las Vegas resident providing services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as a community advisor to the Clark County School District (CCSD) Board of Trustees. She also represents the people of the city of Mesquite Nevada as a councilwoman.

Derrick Love: Nevada Certified Principal of 100 Academy of Excellence in North Las Vegas. One of the founding instructional leaders, has over 18 years of working with students with disabilities,

including those with mild, moderate, and severe disabilities. Dr. Love is a certified special education educator EC-12 grades. He has managed and supervised special education programs ranging from mild to severe disabilities for the past eight years while managing all aspects of the IDEA grant and responsibilities.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has established PTECH schools and STEM school in several states. She has been working with colleges and universities around the Nevada area.

Brent Parrott: Retired board member with experience in founding successful STEM school. Multiple year of experience in Fortune 500 companies, Technology Business Ventures and STEM teacher and volunteer.

Paul King will serve as Financial Coordinator of the PTAA Nevada school. Paul King has worked as a Chief Financial Officer for several charter schools and currently works with 100 Academy North Las Vegas school in setting up their financial systems.

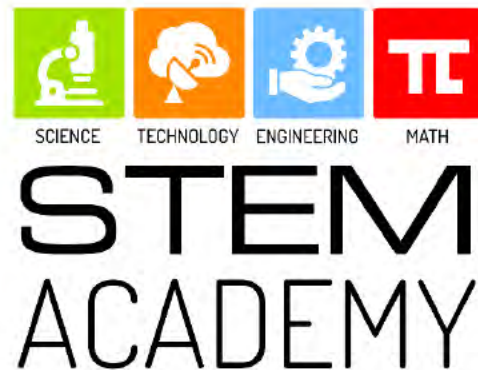
Sonya Gracy will serve a Human Resource Coordinator and Compliance Coordinator of the PTAA Nevada School. Sonya Gracy has worked in the capacity for several charter school across several states.

PTAAN will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. The founding team will continue to engage with and market to our target community during the entire length of the application process, to the incubation year to school's opening and beyond. We will meet with families and parents at local events, areas of interest, and social gatherings to educate and inform people of our school. We anticipate parents using word of mouth and social media to spread information about the school and its benefit to the community. In maintaining compliance with Nevada legislative policy, PTAAN will circulate mailers and post cards within a two-mile radius of the school to households with children to promote and to market to families surrounding the school.



PTAA/Nevada

Academic Plan



3. Academic Plan

TRANSFORMATIONAL CHANGE

In its 2019-2024 Strategic Plan, the SPCSA lists goals related to school performance that charter school applicants must consider in setting their own respective goals:

- 1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.*
- 2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.*

(1) How will you ensure that your school either earns a 4- or 5-star rating or is on track to earn a 4- or 5-star rating by the end of your first charter term?

Pioneer Technology and Arts Academy Nevada (PTAAN) will utilize the best practices developed by PTAA Texas in the extraordinarily successful elementary, middle and high schools that serve a diverse student population. PTAA Texas also founded to address the achievement and opportunity gaps in underserved and under-represented groups in STEM. This includes educationally disadvantaged populations and minority populations. PTAA's faculty and leaders are determined to increase the number and diversity of STEM graduates and to reflect the multicultural global market.

PTAA Texas utilizes curricula and instructional practices proven to be effective with all students, but especially with targeted populations such as economically disadvantaged students. These methods include project-based learning (PBL), technology-based instruction/blended learning, and other student-centered practices. These practices resulted in A rated schools and PTAA Texas was recently awarded two US Department of Education High Quality Charter School replication grants based on its track record of strong academic results for all students including subgroups and its excellent financial and operational management.

PTAA Texas schools are high performing Title I campuses that have been highly successful in educating underserved student populations.

PTAA District demographics in 2018 were: 67.5% minority, 55.8% Economically Disadvantaged, 18.2 % ELL and 42.9% At Risk. Texas Education Agency (TEA) data for PTAA show passing rates for all subjects all grades of 80% for Hispanic students, 86% for African American students, 76% for ELL 76% for Economically Disadvantaged students and 56% for Special Education students on the State of Texas Assessment of Academic Readiness (STAAR) tests. PTAA exceeded state accountability performance targets by 200% in Student Progress/Growth and 250% in Post-Secondary Readiness.

Other evidence of the effectiveness of the PTAA Texas instructional model includes:

- The PTAA district received "A" ratings in 2017, 2018, and 2019 in Texas. Only 9% of charter schools in Texas received an A rating in 2017 and approximately 15 % in 2018.
- PTAA Texas was the only charter school in Texas to be awarded PTECH grants for each of its three campuses, based on its success serving poor, minority, and at-risk students, the majority of whom are classified as First-Generation College Bound students.
- PTAA was selected to be one of 10 districts in Texas to participate in the Math Innovation Zone pilot program which strategically targets increasing Algebra I participation and passing rates in 8th grade students
- PTAA was awarded two 2019-20 US Dept. Of Education Charter School Program High Quality Replication grants for new campuses in Texas.

(2) How will you drive growth among students at all achievement levels, accelerating the levels of proficiency and on-time graduation of those who are most behind?

The educational program uses standards-based, state-adopted texts and research-based instructional materials, aligned to NVACS, and high-yield educational strategies described above proven to improve student achievement and accelerate achievement of students with large gaps in learning. PTAAN will implement the PTAA Texas model with fidelity to all practices and standards described in this charter application to ensure that all students who attend the school can attain and demonstrate mastery of state standards. Teachers will be trained to use differentiated instruction and other research-based strategies including blended learning as well as state adopted texts, enhanced by supplementary materials and programs, to ensure student success. Differentiated instruction across the curriculum and targeted intervention programs will serve as vehicles to increase learning opportunities for all students, including English Language Learners and Students with Disabilities.

One of the most important aspects of ensuring the success of all students, especially low performing students, is to use data effectively, monitor academic progress and inform instruction, and encourage incremental progress over time. PTAAN will assess student performance daily through student observations and performance tasks and will also conduct more formal assessments at appropriate intervals. The information gathered through these assessments will help us refine our instructional practices, will inform our plans for professional development, and will be used to adjust our curriculum.

PTAAN will implement quantitative and qualitative early warning systems to identify students who need additional support to improve academic performance and stay engaged in school.

This system will include but not be limited to:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out of school suspension.
2. One or more suspensions, whether in school or out of school; Course failure in English, language arts or mathematics during any grading period.
3. A Level 1 score on SBAC assessments in ELA or mathematics, or for students in kindergarten through grade 3, a substantial reading deficiency (25th percentile and below) based on the state-wide adopted assessment, NWEA MAP.
4. Observed changes in behavior, mood, appearance, or performance of a student by classroom teachers during daily Advisory period or other staff during the school day

PTAAN will use Multi-Tiered System of Supports (MTSS) to support struggling students. MTSS is a tiered approach to instruction that allow for increasing levels of intervention in both academics and behavior. A significant advantage of MTSS is the opportunity to integrate the academic RtI process with additional Positive Behavioral Intervention and Supports to ensure whole-child support. MTSS also includes the family and the community as part of cultivating student success. The school's RtI/MTSS team will oversee collecting and analyzing data. Families will be informed and engaged in their native language in finding solutions to match the needs of their children.

Before and after school tutoring and summer tutoring will be available to all students regardless of them being identified as being "deficient" in reading or math.

(3) Describe the distinguishing features of your school, including programming and curricular choices that make your school unique. Key features may include:

- (a) *Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)*
- (b) *Principles (e.g., no excuses, individualized learning, learn at your own pace, etc.)*
- (c) *Structures (e.g., blended learning, small learning communities, small class sizes, etc.)*

PTAAN will meet its educational goals through systems, traditions, and practices based on four core values:

- 1) Emphasis on STEM curriculum
- 2) 21st Century Skills
- 3) Project Based Learning
- 4) Blended Learning

These four elements support the school's mission that ALL students will be empowered to reach their full potential in college and beyond.

Emphasis on STEM

One of the most critical components of PTAAN's design is our commitment to exposure to STEM for all students at every grade level. Traditionally, especially at the elementary level, the emphasis has been on developing language and literacy skills, with more limited focus on math. In this traditional model, STEM subjects have been given little attention. A study conducted by Farran, Lipsey, Watson, & Hurley (2007) (Farran) found that less than 1 minute of a 360-minute day was spent on math in a typical kindergarten setting. The allocated time is even less for Science, Technology, and Engineering (NAE, 2011 (NAE); National Association for the Education of Young Children and Fred Rogers Center for Early Learning and Children's Media at Saint Vincent's College, 2012).

PTAAN values exposure to STEM subjects at all ages and allocates ample time to STEM, while also supporting early literacy. The curricula are designed to encourage all students to see interdisciplinary connections between all STEM subjects, which is positively correlated with increased student understanding and achievement in STEM. Examples of how STEM is included across the curriculum include:

- A special time block is designated all K-8 students for computer coding (an integration of Engineering and technology)
- K-8 students will have access to 1:1 technology. Dedicated tablets, laptops or all-in-one desktops will be used to facilitate the use of technology.
- Engineering design is incorporated into both the Science and Mathematics curricula using the standards-based Project Lead the Way (PLTW) Launch units.

Information technology (IT), Robotics, and Computer Science programs are offered both during the school day through school projects and as extra-curricular programs through participation in national and local science competitions.

PTAAN recognizes that to be successful in the STEM fields, exposure to rigorous standards-based STEM instruction and 21st century skills, such as collaboration, presentation, critical thinking, and problem solving, must begin as early as Kindergarten. In alignment with our school mission and vision as well as the school model, PTAAN will develop a school with consistent features. Beginning in Kindergarten, students will learn to "code". In the first year of operation, coding will be introduced in all PTAAN kindergarten classrooms, continue and progress through each grade level. This allows all PTAAN students to grow up as "coding natives" who understand coding in the same way that adults may understand how to drive an automobile. Additionally, each classroom will be a Makerspace; The maker movement is identified with teaching and learning that is focused on student centered inquiry. This is not the project done at the end of a unit of learning, but the actual

vehicle and purpose of the learning. “There are essential elements of educating young people to become innovators: the value of hands-on projects where students have to solve a real-world problem and demonstrate mastery; the importance of learning to draw on academic content from multiple disciplines to solve a problem; learning to work in teams” (Wagner & Compton, 2012, p. 52) (Wagner). By providing students access to such a space, PTAAN will foster creativity as well as innovation in students through technology.

Teaching STEM in elementary and middle grades helps young children build a strong foundation in the subjects that many high school students find challenging. With this exposure, students are more likely to pursue STEM subjects in secondary and post-secondary education and are more likely to enter STEM professions. And, for those students who do not ultimately follow a STEM path, the critical thinking and problem-solving skills that are fostered in elementary STEM education offer life-long advantages.

21st Century Skills

A STEM education is not merely rooted in the development of technical skills. The vision of PTAA is to develop of the 21^s century skills in all students. While technical skills are important, our students are entering a world in which technology changes so rapidly it is impossible to predict what specific expertise that will be needed for tomorrow’s jobs. What is more critical is that students become agile problem solvers and creative thinkers. PTAAN will adhere to the International Society for Technology in Education (ISTE) Digital Learning Standards (2011) (ISTE), which include:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking
- Problem Solving and Decision Making
- Digital Citizenship
- Technological Operations and Concepts.
-

The PTAAN curriculum teaches students to think and read critically and emphasizes a strong conceptual understanding of content. PTAAN believes that when our students are challenged to understand concepts, instead of focusing on memorizing common procedures and rules, they will become increasingly engaged with the material and will establish the foundation which more advanced learning requires.

Project Based Learning

PTAAN believes our students should develop agency over their lives so that they can become self-directed learners and leaders. We believe that project-based learning (PBL) is one way to help students achieve this self-sufficiency. PBL uses the context of real world, relevant problems to introduce new concepts and principles to students who then must develop products, with the use of technology, to demonstrate their emerging understanding of the new material. PBL is a model that assumes students are responsible for their own learning and that teachers serve as guides and facilitators. This stands in contrast to more traditional models that assume that teachers present facts and share knowledge which students absorb.

Decades of research has shown that PBL increases 21^s Century Skills, improves critical thinking, and reduces achievement gaps. Specific studies supporting the use of PBL include:

- Students learning through PBL retain content longer and have a deeper understanding of what they are learning.
(Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993) (Peneul)
- When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction.
(Hixson, Ravitz, & Whisman, 2012) (Hixson)
- Through PBL experiences, students improve their ability to work collaboratively and resolve conflicts.
(Beckett & Miller; ChanLin, 2008) (Beckett)

PBL shows promise as a strategy for closing the achievement gap by engaging lower- achieving students. (Boaler, 2002; Penuel & Means, 2000) (Boaler)

While PBL is at the core of the PTAAN model, we also believe in incorporating a variety of instructional methods. There are times when direct instruction is warranted or expeditious, but to the extent possible we place students in the center of their own learning

Blended Learning

A final element of the PTAAN model is the extensive use of technology in all subjects and all grades. In a blended learning-based classroom, teachers expose students to a variety of technological applications to add dimension and personalization to their courses. Technology plays a critical role in engaging students to explore and understand new concepts.

PTAAN will incorporate blended learning through a variety of programs that includes:

- IToooh Middle School
- Numbler
- Dragonbox Algebra
- Mathspace
- Canvas Learning LMS
- Algebra Touch

School Culture

While having a rich curriculum and strong instructional practices is important for creating a successful school, having a strong culture is equally important. PTAAN will establish a deliberate culture based on our core cultural values:

Rigor: We set high expectations for all members of our community, including students, teachers and administrators

Relevance: Our curriculum is highly engaging and meaningful to students

Relationships: All students are known by the adults in the building and receive personal attention and support in a safe, respectful environment.

The rituals that are expressions of these values will evolve over time and in response to student and faculty interests. However, we have some planned activities to help develop culture and reinforce our values. These include the following:

Rigor

Academic rigor is central to our instructional model. In addition to our daily instructional practices which are designed to enforce high standards, we have school wide practices that emphasize our commitment to academic achievement. These include:

- **Dress Code:** One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world. Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.
 - Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).
 - Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8.
- **Academic Recommendation/Awards:** Another way we create rigor in our culture is to officially recognize student achievement. Students receive academic recognition at the end of the school year from each course/teacher (Exceptional Boy and Girl and Most Improved Boy and Girl). We also have an A and B Honor Roll and awards for Perfect Attendance and Most Creative/Artistic in addition to extracurricular and athletic awards.

In addition to these annual rituals, PTAA emphasizes the rigor of our model through our parent and student orientations where we make clear that we have high expectations for all community members. PTAA has a comprehensive orientation program that includes:

- End of summer casual meet-and-greet sessions by grade level during which our program and highlights of the year are shared.
- Teacher/parent communication, reaching out by phone and mail or home visits;
- Meet the Teachers Day during which families have the opportunity to meet their child's teachers and tour the building, parents are able to sign up their child for extracurricular activities, for before/after care, to join Parent/Teacher Organization, access volunteer opportunities and to purchase items they may need for their child to complete school uniform requirements. Students are given an overview of how the day will run beginning with morning drop off procedures and before school opportunities, rotation/passing period and hallway expectations, lunch rotation and procedures, STEAM and Computer Lab expectations, afternoon release schedule and procedures and after school extracurricular activities.
- PTAA orientation materials and resources are made available in print (Spanish and English) and are available at orientation meetings, on campus during summer and distributed electronically through the school's website.
- We also offer an informative social media presence through Facebook and our e-Bulletin Campus Newsletters.

During the first week of school, students work with teachers to learn important procedures that are used at PTAA. This instruction is delivered in a fun, firm, and consistent way that enhances learning opportunities and allows each class and the entire school to run smoothly. As collaboration and teamwork are high demand skills throughout life, PTAA students also

participate in a healthy dose of team-building activities during the beginning of school as well as throughout the year.

Relevance

The value of relevance is clear in our curriculum. Every day, teachers make connections between academic lessons and real-world problems. In addition, we have school wide rituals and routines that help reinforce that what students learn in the classroom has practical application outside of the classroom. One example of is our K-6 Invention Convention. Students participate in a competition using critical thinking, problem solving and creativity to develop an invention following the Design Process. Students present their inventions at a Family Invention Convention Night and all inventions are displayed. This is like a Science Fair but is specific to inventions. Inventions are judged by a panel that includes teachers and visiting STEM Field Business Partners (including Software Developers, Engineers, Entrepreneurs). Awards are given at each grade level for: Bright Idea Award, Proficient Planning Award, and Creative Inventor Award.

We also have a STEAM Fair (3-5/6-8). Following the Design Process, students work in collaborative groups on creative projects that include Engineering and Technology concepts and incorporate the knowledge and skills developed throughout in their daily STEAM classes. Students engage in an iterative design process and in so doing they begin to understand failure as part of the creative process. The culmination is a STEAM Fair Community Day where parents and friends are invited to see all the innovative projects. This Fair makes clear that the school values deep engagement with complex academic subjects and rewards academic achievement.

Relationships

At PTAA, every student is well known by the adults in the building. Part of the way we create a culture of connection and relationships is through a daily advisory program that we call Innovation Leadership Program (ILP). Every student at every grade level has an ILP advisory period. This is a time for a small group of students and a teacher to learn about one another, discuss topics of interest or concern to the community, and build social-emotional skills. The curriculum includes character development, problem solving and decision-making skills and a focus on community service and citizenship. Teachers participate in professional development during our summer In-service and develop lesson plans and projects that will be covered during ILP. ILP will draw from the "Growth Mindset" and The ACSD.org Whole Child Approach Initiative. Professional Development programs that PTAA teachers have completed in the past to support this work include Love and Logic, Restorative Practice, Relationships Matter and AVID.

PTAA places a high value on inclusion and diversity. Part of the way we express our appreciation for the diversity in our community is to celebrate different cultures. Our planned cultural celebrations include:

- **Chinese New Year PBLs** (3-5 Social Studies, Mandarin, Art) Known as the Chinese Lunar New Year or the Spring Festival, this holiday celebrates the end of the winter season and the transition into spring. Students explore and embrace the rich traditions of the Chinese culture in a cross-curricular endeavors in Social Studies, ELAR, Mandarin, and Art rotations. Large-scale projects at other PTAA campuses have included a joint art project in which students, using the Design Process as their guide, researched, sketched, and created a 9-foot Chinese Dragon that could be "adorned and maneuvered" through the halls during a "Chinese New Year" Hall Parade. The dragon was hung from the ceiling for the parents to enjoy during a spring open house event.
- **Día de Los Muertos:** Another cross-curricular event shared through language, social studies, ELAR and art rotations is Día de Los Muertos. Through use of technology, students

are introduced to the traditional celebration through stories and short introductory animated films. They view beautiful examples of traditional ofrendas (offering altars), sugar skulls, papel picados (perforated paper) and other crafts that are popular traditional crafts. Students create their own examples of collaborative papel picados and sugar skulls and can participate in a Sugar Skull Contest much like our Literary Pumpkin Decorating Contest. (K-5). Middle School (6-8) also celebrates this Hispanic traditional holiday with similar projects in collaboration with Spanish and Art Classes.

- **Hispanic Cultural Month (September 15-October 15):** (K-8) A celebratory month to recognize contributions and the vital presence of the Hispanic and Latino Americans to the United States. Student projects are based on an assigned country such as San Salvador, Honduras, Brazil, Mexico, or Peru. Many of these reflect the student's country of origin, and projects include research on traditional, popular cultural dishes and customs. Students may also choose to research cultural dances and learn, practice, and perform these traditional dances.
- **International Pen Pals via Email with BRICs schools:** (Grade 3-6) Pen pal relationships offer a number of interdisciplinary benefits for students: (ELAR) valuable writing practice in the proper format, (Social Studies, Geography) increased awareness of other global cultures, as well as a chance to maintain ongoing communication with others who live far away. Our goal is to move from this step to the use of interactive technology to deepen the connections with our sister schools that participate in our BRICs program (China, Brazil, India).

Additionally, opportunities to engage in community service reinforce the value we place in building relationships and creating a culture that values kindness and connection. One ritual that has developed in our other PTAA schools which we hope to replicate in Nevada is our student-run holiday gift store. Families and Faculty/Staff donate items for the store, students prepare space and operate the store which is open during one week of December. Proceeds are donated to a charity that is chosen by student vote. Students also make Holiday Cards for residents of a local Nursing Home. The cards are lovingly created by all students and then personally delivered on the day that students visit the Nursing Home to present a Christmas Carol program.

(4) *Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.*

Research on the need for a STEM focus: The foundation of PTAAN is high standards of student achievement through the delivery of a rigorous and relevant curriculum, with an emphasis on mastery of core academic content (ELA, Math, Science, and Social Studies). The need for a STEM education has been demonstrated through ample research since President Obama invoked it in his 2011 State of the Union address, calling it our “Sputnik Moment.”⁸ STEM jobs will grow by 13% between now and 2027, outpacing the growth of other job fields.⁹ Salaries in the STEM fields far outpace those of non-STEM fields, and STEM opportunities are available to high school graduates at higher rates than college-educated non STEM professions.¹⁰

⁸ <https://obamawhitehouse.archives.gov/the-press-office/2011/01/25/remarks-president-state-union-address>

⁹ <https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-andfuture/home.htm>

¹⁰ <https://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>

Research on the need for 21st Century Skills

Students process information and construct understanding using all modalities and several different intelligences, such as interpersonal, body-kinesthetic, and spatial intelligences. This collaborative instruction actively includes the use of six of the nine “High Yielding Instructional Strategies” according to Marzano: reinforcing effort and providing recognition, nonlinguistic representations, cooperative learning, setting objectives and providing feedback, and generating and testing hypothesis. The instructional strategies integrating academics in the STEM classrooms engage students, struggling and excelling, yet challenges all of them to attain high levels of competencies. 21st Century employers are looking for graduates who possess soft skills that include responsibility, self-confidence, social and communication skills, flexibility, team-spiritedness, good work attitude, self-motivation and self-management. ²

Research on Project Based Learning

All PTAAN campuses will implement standards-based project-based learning (PBL) approach across all grade levels. Due to the real world emphasis and technology integration inherent to PBL, academic scholars who are in favor of PBL argue that in order to truly prepare students for college and careers in the 21st century, students must be able to engage in the same interdisciplinary thinking required of true STEM professionals, which in turn will develop greater student problem solving and critical thinking skills as well as greater understanding of STEM concepts and principles. ³ Therefore, teachers who implement PBL must eventually progress from teaching instruction in a silo approach, in which all the disciplines are taught separately, to a more integrated approach among several disciplines. Additionally, PBL requires the instructor to adapt a facilitator role rather than a traditional teacher, while still providing the necessary scaffolding support needed by students throughout the problem-solving process. ⁴ All these differences culminate into a teaching and learning experience for students as well as teachers that is markedly different from traditional learning experiences. As expected, transition to integration requires an extensive amount of support to counteract the barriers that teachers will encounter during the implementation of an interdisciplinary PBL curriculum with fidelity, PTAAN will provide carefully crafted training modules to be able to deliver high quality PBL training, technology training, and model various project demonstrations for new teachers.

Research on Blended Learning

PTAAN uses a rotation model of blended learning classrooms so students rotate between learning stations and face-to-face instruction. Schedules are fixed but flexible.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

² “Project-based Learning (PjBL): Inculcating Soft Skills in 21st Century Workplace” Faridah Musa, Norlaila Mufti, Rozmel Abdul Latiff, Maryam Mohamed Amin Procedia - Social and Behavioral Sciences Volume 59, 17 October 2012, Pages 565-573

<https://www.sciencedirect.com/science/article/pii/S1877042812037639>

³ Ashgar et al, 2012; Ertmer & Simons, 2005; Roberts & Cantu, 2012; Honey, Pearson, Schweingruber, 2014; NCTM, 2000

⁴ Lubienski & Stillwell, 2003

“Blended learning, which is usually viewed as a combination of face-to-face and online delivery methods, can influence students' perceptions of the learning environment and, subsequently, their study experiences, learning outcomes, and ultimate academic achievement.” ⁵

A study in 2015 found that tablet usage increases student engagement as observed through on-task conduct, homework completion, increased involvement in class activities, and fewer behavioral incidents in a K-5 blended learning environment. ⁶

All students no matter their age learn differently, and teaching methods should reflect this, by designing teaching programs in a way that reaches visual, auditory, and kinetic learners alike. With the heavy integration of technologies, PTAAN will be able to improve teaching, information retention, engagement, responsibility, and enjoyment.

Schools with the cultural components imbedded in the PTAAN model typically have higher student graduation and college-going rates. ⁷

(5) *Are there any portions of an existing network or school's model that you will utilize in this proposed school? If so, please identify and describe the student performance results of that particular programming.*

PTAAN will use the phenomenally successful PTAA Texas model in the Nevada school. The initial K-8 PTAAN campus will scale up to a high school that will offer the Pathways in Technology Early College High School, or PTECH, model to provide today's students with the tools to become tomorrow's leaders in creativity and innovation, to prepare students for college and careers in today's global economy, and to support a system of high academic achievement for ALL learners. PTAA Texas has successfully opened and implemented this curriculum model and best practices at its schools in Dallas and Hunt Counties, Texas with diverse and economically disadvantaged student populations; the district has achieved A ratings every year. Noteworthy is its success in Closing the Gaps in achievement and Growth in subpopulations. *See Attachment 22.*

CURRICULUM & INSTRUCTIONAL DESIGN

The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.

(1) *In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school.*

⁵ “Blended Learning: An Institutional Approach for Enhancing Students' Learning Experiences” Poon, Joanna, MERLOT Journal of Online Learning and Teaching Vol. 9, No. 2, June 2013.

⁶ Prouty, C. & Werth, L. (2015). *Student Engagement: Best Practices in a K-5 Blended Learning Environment*. In D. Rutledge & D. Slykhuis (Eds.), *Proceedings of SITE 2015--Society for Information Technology & Teacher Education International Conference* (pp. 1717-1724). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved July 9, 2020 from <https://www.learntechlib.org/primary/p/150228/>.

⁷ Bill and Melinda Gates Foundation, 2011.

PTAAN will draw on the curriculum and instructional practices that have been established at PTAA in Texas and that have shown strong results with a diverse student body. At the core of PTAA's instructional model is the PTECH model offered in high school and supported through backward design for all grades. PTECH, a national model now in eight states, was launched in 2011 to provide a holistic approach to workforce development and address the global skills gap. All the practices and systems in our K-8 model are designed to prepare students to be successful in the PTECH model, and, more broadly, to be successful in secondary education and beyond.

Scope and Sequence

PTAAN believes that having a fully developed scope and sequence is the first step in creating a successful academic program. An articulated scope and sequence gives teachers direction on how to plan their year while still allowing freedom to creatively address learning objectives. It gives the entire school community confidence that all academic standards will be addressed over the course of a student's time within the school. And it allows for integration and alignment across academic subjects and between grade levels.

PTAAN will use the K-8 scope and sequence that has been developed for the 100 Academy in Las Vegas, and will revise and adapt it as needed during the Incubation Year. A complete scope and sequence is available upon request. The detailed Scope and Sequence provides further information about the pacing for each unit of study, the standards that are addressed by each unit, and the strategies to be used for acceleration and intervention to personalize learning for students. Using the 100 Academy scope and sequence as a starting point provides PTAAN with a strong foundation. *See attached Algebra I scope and sequence example of a high school course aligned with NV standards.*

In addition to our four core academic subjects, our curriculum includes enrichment work in the following areas:

- Coding – every student at every grade level participates in a coding block. In addition to enhancing student interest in STEM fields, coding supports the development of both math and literacy skills.
- Arts - project based learning naturally engages students in the arts as they use art to produce products. In addition, we integrate the arts with all our core academic subjects. A key focus of our early professional development with teachers will be arts integration. We will also offer explicit arts instruction using the instructional resources described below.
- PE - PTAAN students will have a minimum of 30 minutes of daily recess time. Students in grades 6-8 will also have a daily PE course for a minimum of 30 minutes. This course will be designed to meet state standards in both health and physical education.

In addition to the work PTAAN will do in advance of opening, we are committed to continually reviewing, revising and improving our curriculum. At the end of each academic semester, we will conduct an analysis of our scope and sequence and will gather input from teachers about pacing, alignment across grades and across subjects, and overall content. While our intent is not to be perpetually changing the scope and sequence, we anticipate making small adjustments on a regular basis to ensure that, as a learning organization, we are always improving.

(2) Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students.

Curricular Resources

In addition to developing a comprehensive scope and sequence for each grade and each core academic subject, PTAAN has identified specific curricular resources that will be used to support instruction. While teachers will have the ability to adapt and supplement these resources to ensure that learning objectives are being met, these resources will serve as the core of instruction.

Math

During the past school year, only 40% of fourth graders nationwide scored at a proficient level in a nationwide math assessment. Even more alarming, just 26 percent of Hispanic students and 19 percent of African American children tested proficient in fourth-grade math. In PTAA schools with a significant ELL population, this means a change in how math is taught. If math lessons are basically one-size-fits-all, it is especially difficult for kids learning English to absorb what is being taught. We believe that an environment that offers a rich variety of objects and materials, play, and projects can help teachers capitalize on children's natural curiosity about math and can help them learn that making sense of real-life problems can be stimulating and enjoyable.

Effective mathematical learning requires an emphasis on skills development and real-world application. Unfortunately, many schools still spend a large deal of time emphasizing the practice of skills without allowing students a chance to develop conceptual understanding.⁸ Quality math instruction gives students the ability to draw connections and infer relationships among mathematical ideas. Mathematical meaning is created through the student's own ingenuity.⁹ PTAAN will focus on exposing students to more complex and high-level mathematics problem, while still providing them with the structured scaffolding needed to solve the problems. The Nevada math standards emphasize that students apply learned skills to solve novel situations. This is the trademark of math at PTAAN.

The primary curricular resource that PTAAN will utilize in support of its philosophy is Singapore Math (SM). This will be supplemented by enVisions Math and IXL. We believe that the curriculum we have selected meets Nevada standards and has been shown to be effective in supporting a variety of learners. Our professional development and ongoing support for teachers will ensure high quality implementation.

Singapore Math: Singapore Math is a research-based math curriculum for grades K-8. Singapore Math uses the Concrete, Pictorial, Abstract (PCA) approach to math. This approach introduces new math concepts in a concrete, tangible way and then introduces increasing levels of abstraction. Singapore Math also works well in environments that use Project Based Learning because it encourages students to apply newly acquired math skills in real-life problem-solving activities. Singapore Math offers both print and digital resources, in line with PTAAN's intent to use blended learning. Finally, Singapore Math excels at differentiated learning, with ample resources for teachers to reteach and provide extra practice to struggling learners and enrichment activities for more advanced learners. This aligns to PTAAN's dedication to serving diverse types of learners.

enVisions Math 2.0: Envision math is a K-5 program that is aligned with the Common Core. The program is specifically designed to support project-based learning and can be offered in digital, print and blended formats that also support PTAAN's commitment to integrating technology across the curriculum. enVisions includes a variety of strategies for differentiating learning including

⁸ Hiebert & Stigler, 2004

⁹ Stein, 2004

tiered activities, learning centers and flexible grouping. The program has been validated by the What Works Clearinghouse.

IXL Math: IXL Math offers an excellent online supplement to our core math curriculum. It is a personalized learning platform that offers instruction in 7,000 discrete math skills in grades K-12. Using an online continual diagnostic system, IXL offers personalized guidance for every learner and automatically differentiates instruction by generating questions tailored to each student's level of understanding. This self-paced, online tool provides an additional layer of support for mastery of math skills. IXL is currently used by 1 in 8 students in the US and has consistently been shown to boost math scores on a variety of standardized assessments.

English Language Arts

Last year, in tests of the nation's public school fourth graders, just 23 percent of Hispanic children and 20 percent of African American children scored 'proficient' in reading. Among low-income students in general, just 22 percent of fourth graders were proficient readers. The repercussions of not learning to read are magnified for poor children. A report from the Annie E Casey Foundation²⁰ shows that low-income children who cannot read at grade level by third grade are six times more likely to become high school dropouts. PTAAN will ensure that all students, and those at-risk, will receive a high-quality ELA education. We will ensure that all students are strong readers and writers and that they have the skills needed to engage with complicated texts in all subjects.

At PTAAN, literacy instruction will include a blend of read-aloud, direct instruction, guided reading, and guided writing. Spalding *Writing Road to Reading* will be our primary curricular resource. We will supplement this with a variety of additional resources.

Spalding – The Writing Road to Reading. The Spalding Method is our primary resource for literacy instruction. This research-based total language approach to literacy includes 6 key components:

- First, teachers offer explicit instruction about each new skill that is introduced. They model, explain and demonstrate the skill.
- Interactive instruction then engages all students in dialog and activities that check for understanding.
- Daily diagnostic instruction allows teachers to observe student progress and then differentiate instruction to meet student needs.
- Sequential instruction then builds on simple and concrete skills to develop more complex levels of understanding and application.
- Multi-sensory instruction, which allows students to see, hear, say, and write increases mastery.
- Integrated instruction reinforces the connection between reading, writing and speaking.

The Spalding Method is aligned with the Common Core for Kindergarten through 6 grade and offers grade level reading, writing and spelling objectives. One four-year study conducted by Arizona State University's Technology Based Learning & Research concluded, " 'The Writing Road to Reading' had significantly higher achievement test scores when compared to those using mainstream reading programs."

Phonics- Phonics has been widely used in US Schools for literacy instruction for more than 100 years. It is a system for helping students develop phonemic awareness, the ability to hear, identify

²⁰ Annie E. Casey Foundation 2013

and manipulate sounds and letter patterns that form those sounds. While the teaching of Phonics has been a disputed topic in education for some time, PTAAN believes that structured phonics instruction benefits all students. Effective reading requires going beyond phonics and learning about comprehension, but phonics provides an essential base for all readers and writers.

Accelerated Reader – This supplemental online program provides students with tools to practice reading and to advance at their own pace. With more than 200,00 online quizzes, the program allows students to read books and articles that are leveled appropriately and that address topics of personal interest. This program matches both PTAAN's blended learning model and our commitment to personalized learning. Based on 30 years of research, Accelerated Reader has been subject to more than 180 peer-reviewed studies and has consistently concluded that students who use the program perform at higher levels and achieve greater growth than those who do not use the program.

Raz Kids – RAZ Kids is an additional supplemental program that PTAAN will implement. RAZ Kids is a digital leveled library with language supports and comprehension assessments. Students first listen to books read aloud by a fluent, human reader while the words are highlighted, then scholars have an opportunity read and re-read the book themselves. The program also has interactive quizzes that measure comprehension and give teachers instant data on how scholars are progressing.

Science

PTAAN believes that effective science instruction has four certain essential elements:

1. Instruction addresses explicit learning outcomes
2. Instruction is incorporated into larger themes
3. Instruction integrates both content and process skills
4. Instruction provides opportunities for continuous learner reflection and social construction of knowledge.²

These four criteria align more closely with reformed laboratory experiences that focus upon engaging students in real world contexts to solve challenging problems rather than traditional science laboratory instruction which serve to only use laboratory experiences to confirm previously learned information. In other words, learning science is an active process that is intended to stimulate the curiosity of the students. Hands-on, process-oriented instruction makes full use of problem-solving techniques, technology and appropriate teaching strategies within safe and adequately supplied facilities. We have selected our curricular resources with this framework in mind.

Project Lead the Way – PLTW is our primary resource for science instruction. PLTW Launch, for grades K-5, builds on children's innate curiosity and helps them think of themselves and scientists and creators. It offers 28 interdisciplinary modules, each with hands-on activities to engage students in real-life science. PLTW Gateway offers curriculum for 6 through 8 grade and includes 10 units that focus on computer science, engineering and biomedical science. These units continue the hands-on instruction begun in earlier grades and encourage self-exploration so that students can see a continued pathway in STEM fields. PLTW has been implemented with millions of students and research has shown that students who are exposed to this program perform better on

² Singer, Hilton, & Schweingruber, 2005 *America's lab report: Investigations in high school science*. Washington, DC: National Research Council.

standardized assessments, are better prepared for post-secondary studies, and, importantly, are more likely to pursue STEM careers.

STEM Scopes – As with our other disciplines, PTAAN has selected a supplemental digital program to support our science curriculum. This K-8 platform, which is 100% digital, provides comprehensive resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth. These program works well with PTAAN's blended learning model. Importantly, a study of more than 400,000 students in Texas found that “economically-disadvantaged, minority, and LEP students made significant gains over their counterparts not using STEMscopes.”²²

Social Studies

In the same manner that PTAA curriculum emphasizes interdisciplinary connections between the STEM fields, the PTAAN curriculum emphasizes correlations between Social Studies and ELA. Our social studies units are designed to integrate various subjects as well as to address the following key ideas: (1) Time, Continuity, and Change (History); (2) People, Places, and Environment (Geography); (3) Government and the Citizen (Civics and Government); and (4) Economics. A core value of PTAAN is multicultural education. Therefore, special emphasis will be placed on addressing a variety of cultures and their interactions throughout history and in the modern world. American society is clearly becoming more and more diverse. It is important that schools prepare students to succeed in this diverse society by adopting more multiculturally-based curricula and by teaching students to embrace differences. Based upon that philosophy, PTAAN lessons are designed to teach students to critically analyze historical evidence, justify arguments with data, and to detect and discuss potential bias in resources due to cultural influences. Students also will be taught to build upon factual knowledge and to draw evidence-based conclusions.

PTAAN also believe that the future of democracy in this country depends upon the existence of social institutions, such as schools, that extend and support the democratic ideals to future generations.²³ To best prepare students who can embrace these democratic ideals, schools should allow students a chance to practice democracy. This is another important theme of our social studies curriculum.

Social Studies Alive – More than any other instructional area, social studies relies on teachers finding unique and authentic sources of content for instruction. That said, PTAAN will use Social Studies Alive as the framework for our program. Importantly, this program offers a Nevada specific edition that aligns with state standards. The curriculum is also aligned with the Common Core State Standards for English Language Arts & Literacy to ensure that students develop literacy skills through learning social studies. The K-8 curriculum includes both online and print resources that engage students in interactive lessons.

Coding

All students at every grade level at PTAAN will have dedicated time for learning coding. We use a variety of resources to support coding instruction.

Code.org – Code.org provides online K-12 curriculum that is currently used by nearly 40% of U.S. students. The curriculum includes:

²²(https://www.stemscopes.com/resources/case_studies/cs_stemscopes_texas_science_achievement_research_paper_2019_09_01.pdf)

²³ (Apple & Beane, 2007). “Schooling for Democracy” Apple, Michael W.; Beane, James A. *Principal Leadership*, v8 n2 p34-38 Oct 2007

- Pre-Reader Express (PK-2)
- CS Fundamentals (K-5)
- Fundamentals Express (3-12)
- Discoveries (6-8)

Each of these courses includes about 20 hours of instruction and has both online and “unplugged” activities. The primary feature of each course is one or more programming puzzle. While the courses can be taken independently, research has shown that students are more likely to reach coding proficiency when the courses are taken in a classroom setting with facilitation by teacher.

This is how PTAAN will use the curriculum.

Additional coding resources used by PTAAN include:

- Code Karts (KP-2)
- Boogie Bot (PK-3)
- Scratch Junior and Hopscotch
- Tynker (PK-5)
- Learn Java Scripts (4-8th Grade)
- Scratch (6-8)
- SNAP (7-8)

Art

Arts integration is a key element of the PTAAN curriculum. Our teachers continually strive to find ways to incorporate art into lessons in every subject. To support this work, we have selected the following curricular resources:

- ***INTEGRATED*** – INTEGRATED is an online K-12 STEAM curriculum. The curriculum includes hands-on activities with lessons, assessment and resources that are aligned to common core Math and ELA standards as well as Next Gen Science and National Arts standards. There are 3 to 5 lessons per quarter and the program includes online professional development to help teachers integrate the arts in all parts of the curriculum.
- ***Deep Space Sparkle*** – This supplemental curriculum offers additional lesson plans that are designed around themes such as space or nature. For each theme, there are grade level lessons that teach specific art techniques. Teachers can utilize this resource to enhance their work on arts integration.

Digital Arts is a focus within all class rotations. Example apps and programs include Paint 3D, Corel Draw; Stop Motion and Short Video Production and Editing using various programs and apps like: iMovie, Adobe Spark, In Shot Video Editor.

Continuation of Website Design (HTML) through STEM Rotations: Middle School students begin this study, each student creating an iterative Online Webpage to document their technology skills and progression. This Webpage acts as a digital portfolio of their work throughout their MS and HS with PTAA. This includes student designed APPs, Digital/Visual Art, Design/Modeling projects, Game Design, Video Shorts, Animations.

Project-based learning is an ideal way to master STEAM skills in a way that feels relevant to students. Projects help students master useful skills, keep learning fun, and allow students to direct the course of their own education.

Arts integration is woven throughout the PTAA STEM curriculum. Arts + STEM harnesses the natural joy of creating, the power of critical thinking, problem-solving, and abstract thought, and

gives students skills to successfully navigate a 21st century world. Questions such as how could a dancer interpret fractals, or a musician explain Pascal's Law inspire creativity. Some examples of art integration across grade levels and courses include:

- Storytelling through dance, reflective journaling, analyzing artwork, experimenting with sound;
- Using mathematics and art to describe and make claims from data, and to examine the concepts and skills in visual arts, mathematics, and data literacy evident in their work. Activities culminate in the creation of art pieces based on the data they analyzed.

Arts Integration increases student engagement, allows differentiating for multiple learning abilities, provides teaching team-work skills, and aligns with the mission of PTAA Nevada.

(3) Explain how the proposed instructional model and curriculum will be used to meet the needs of and enable measurable growth for all students, including those that are in need of remediation and those that are intellectually gifted.

PTAAN believes in a pragmatic approach to instruction. While our primary instructional vehicle is project based learning (PBL), we also recognize that a blend of direct instruction, online instruction and project based learning is the most efficient and effect way to address the broad range of Nevada Academic Standards and to ensure that students are building the skills needed to access content and to engage in complex projects.

Project Based Learning is an inquiry-based instructional methodology which emphasizes bringing real world context to the classroom. PBL immerses students in standards-based activities that culminate in student-generated products. Projects and products motivate and engage students to demonstrate understanding of content and mastery of skills. Projects and products require students to grapple with big ideas and guiding questions. They are designed to vary the types of products students learn to produce over time. The format products take allow students to master conventions of a particular medium – building a multimedia display, crafting a letter to a newspaper editor, building a robot, tutoring younger students, etc. The format of the product fits the purpose, audience, and mode of presentation required by the project. All projects and their products are logically linked and sequenced to develop deeper understanding of the compelling topic.

PTAAN's curriculum, which is divided into units of study for each grade and each subject, lends itself to PBL. The units are organized around big ideas which teachers use to develop age-appropriate projects that incorporate academic standards. It is important to note that projects are not end-of-unit dressing, but rather are the core of a unit. The project is the vehicle for teaching the content of the unit.

The seven essential design elements of PBL, as defined by PBL Works, are:

- **A Challenging Problem or Question** - The project is framed by a meaningful problem to be solved or a question to answer, at the appropriate level of challenge
- **Sustained Inquiry** - Students engage in a rigorous, extended process of posing questions, finding resources, and applying information.
- **Authenticity** - The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests, and issues in the students' lives.
- **Student Voice & Choice** - Students make some decisions about the project, including how they work and what they create.

- **Reflection** - Students and teachers reflect on the learning, the effectiveness of their inquiry and project activities, the quality of student work, and obstacles that arise and strategies for overcoming them.
- **Critique & Revision** - Students give, receive, and apply feedback to improve their process and products.

While teachers at PTAAN are encouraged to develop new projects to address standards within units, they also have access to the projects that other PTAAN teachers in our partner schools have developed. The PTAA network uses Google Drives that are accessible by all staff members among all campuses. These Google Drives have historical lesson plans and standards that are being met by those lesson plans. They also have PBL ideas with videos and images. Project plans include broad learning goals, project overviews and milestones, and day by day lesson plans. These project plans can be shared among PTAAN teachers and, increasingly, across an international network of schools that use PBL.

While most content at PTAA is delivered through PBL, there are also some skills that are more effectively and efficiently mastered through direct instruction. For example, phonics instruction has consistently been shown to be an important tool for developing early literacy. Similarly, some math skills are best learned when a teacher models the skills and students practice the skills. At PTAA, teachers use direct instruction when it is prudent, while striving to use PBL as frequently as possible.

Research also supports a positive relationship between technology integration and student achievement in math and science.²⁴ The integration of technology is strongly encouraged at PTAAN and many of the curricular resources listed above give students the chance to work independently, online, in self-paced programs. Again, teachers have the discretion to use technology to both enhance projects and to reinforce content introduced through projects.

These three instructional methods, PBL, direct instruction and blended learning, are combined to create a learning experience that is markedly different from traditional learning experiences. Creating the right mix of methods and ensuring that students are gaining exposure to all critical content is the art of teaching at PTAAN.

Differentiation

The mission of PTAAN is that ALL students fulfill their potential. PBL is an ideal instructional approach to meet the needs of diverse learners because the products that students are asked to develop can be modified to meet individual needs. In addition, the online curriculum that PTAAN has selected for math and literacy allow students to advance at their own pace. Our specific plans for addressing the needs of students with IEP's and students who are English Language Learners are addressed in subsequent sections of this application. Overall, we believe that both our curricular resources and our instructional methods are highly adaptable to meet student needs.

(4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include

²⁴ Mann et al., 1999; Middleton & Murray, 1999; Wenglinsky, 1998, as cited in Hansen & Gonzalez, 2014 and Hansen & Gonzalez, 2014 "Investigating the Relationship between STEM Learning Principles and Student Achievement in Math and Science" *American Journal of Education* Vol. 120, No. 2 (February 2014), pp. 139-171.

information on how staffing will be structured to ensure that gifted students are adequately supported. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?

PTAAN will administer the CoGAT annually to identify Gifted and Talented (GAT) Students. Students may also be identified as gifted if they meet certain other criteria including scoring in the top 90 percentile on the Measures of Academic Progress (MAP), a nationally normed assessment taken at the beginning of each school year. We will also work to ensure that students who are traditionally under-represented may be identified as Gifted and Talented. ELLs will be evaluated for eligibility based on modified criteria. Students will only need to demonstrate one-year above grade level to be designated GAT.

PTAAN will create an individualized Advanced Learning plan (ALP) for all GAT students based on their strengths and areas of need. The ALP outlines programming for identified gifted and talented students and is used as a guide for educational planning and decision making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social emotional development.

During PTAAN's first year of operation, the Special Education Coordinator will serve as GAT coordinator and will be available to assist in the design of an advanced learning program based on research-The special education teacher and special education assistant will implement at the direction of the Coordinator. based instruction that is administered by PTAAN. The individualized ALPs will be implemented and monitored by the Principal who will collaborate with the GAT team that will include the classroom teacher, parents, and the students. Informal assessments of a student's progress towards goals will be conducted quarterly with a comprehensive review of the ALP. A parent may request a review of their student's ALP at any time. The GAT team members will have 30 days to complete such a requested review. In addition, the PTAAN Principal will be responsible for evaluating the performance of the GAT program on an annual basis.

PTAANs individualized blended learning environment, with its use of one-to-one tablet curriculum, is well suited to meet the needs of GAT students. Students can progress at their own speed. In the event the student is still not adequately challenged by an accelerated pace, their course work may be further differentiated as the GAT team deems appropriate to their individual needs. They may receive advanced course work to extend their research and understanding of concepts originally introduced in class. Alternately, the PTAAN education model supports ability grouping, allowing for alternative classroom placements rather than being confined to a specific grade level. This gives students the opportunity to pursue a more advanced and stimulating academic life based on their abilities. Supplementary accommodations to the student's ALP may include but are not limited to, additional projects, independent study activities, project-based learning, tiered assignments, curriculum compacting, mentorships, and leadership opportunities. A GAT student may receive their differentiated curriculum both in and out of the regular classroom as deemed appropriate by the GAT team. PTAAN's school environment will encourage students to engage in their passions academically. The activities and opportunities offered through PTAAN's PBL STEM-based curriculum will inspire students to exceed the status quo and pursue diverse and challenging possibilities.

All PTAAN teachers will receive professional development from CMO related to gifted and talented student identification and programming. Instruction for GAT students will come from the regular staff.

(5) *Describe the professional development teachers will receive to ensure high levels of implementation of the instructional model and curriculum.*

Professional Development

PTAAN's unique instructional model demands high quality teachers who are well supported, frequently coached, and held to high standards. PTAAN hires skilled teachers who are confident about their abilities and also interested in continuing to grow and improve as professionals. The purpose of the professional development plan is to implement systems and processes that support a cycle of continuous improvement via research-based practices. PTAA Nevada's annual professional development plan has four primary targets: rigorous instruction, data driven decisions, social emotional learning and support and college readiness. Professional learning is achieved through mentoring and induction, specialized training, teacher externships, and job-embedded professional learning communities (PLC). Teaching staff are surveyed to ascertain their professional development needs. The CMO, faculty, and leadership Teams review data to monitor effectiveness of professional learning and to adjust as needed.

PTAAN's Teacher Induction Plan provides new teachers with instructional and interpersonal skills that will be needed for the success of our STEAM program. New teachers spend up to two weeks in pre-service training. They also receive additional support during their first year with PTAAN. The full year of induction to PTAAN includes the following:

Phase 1	Summer STEAM Camp and Teacher Induction and Training <ul style="list-style-type: none"> • Team Building: Campus/Content Teams • Add the "A" to STEM: STEAM Arts Integration: The Creative Element • PBL Planning and Execution • Nevada education regulations regarding special populations including SPED, ELL and Gifted and Talented students • CPR and First Aid
Phase 2	PTAA Texas Sister School Support <ul style="list-style-type: none"> • Curriculum & Instruction Resources (PLTW, Code.org TEALS) • SPCSA Policies and Procedures • Technology Systems (Google Classroom, Skyward)
Phase 3	Professional Learning Community <ul style="list-style-type: none"> • Weekly Campus PLCs • Twice Yearly District STEAM Team Planning Day • PD and STEM/STEAM Conference Opportunities • Opportunity to collaborate in person and/or digitally with content team teachers • Support from STEAM Coordinator and Director

Relevant Professional Development

- STEAM Conferences and Regional Trainings (PLTW, NSTA, Code.org, TEALS)
- Peer Observations and Self Evaluation Videos
- PLC's: Data Analysis & Instructional Planning

- STEAM Certification (Project Lead the Way, Code.org, Education Closet.)

In addition, each year the leadership team of PTAAN, including the Principal, intervention specialists, will analyze student achievement data from the previous years as well as feedback from teacher and parent satisfaction surveys and informal input from teachers to determine goals and an area of focus for the coming year's professional development plan. The team will then create a plan describing what combination of onsite professional development and attendance at offsite trainings would best support the school wide focus. Examples might include arts integration, effective project design or support for English Language Learners. PTAAN's school schedule and calendar allow time for teachers to work together to plan as well as to participate in organized professional development. Each year, teachers will receive approximately 12 days or 96 hours of high-quality PD. When possible, small teams of teachers will attend trainings together to build capacity and leadership among the staff. They will then bring that learning home to the whole staff. The Principal and various staff members will collaborate in the facilitation of whole and small group professional development to continue to teach and support the staff in addressing the school wide goal. CMO provides PD in all relevant areas throughout the year.

In addition, teachers will set personal development goals each year in collaboration with the Principal. These goals will be documented and used as the basis for regular teacher observations and feedback.

(6) If the proposed charter school intends to include a vocational or career and technical education program, provide a description of the career and technical education program that will be implemented by the charter school.

PTAAN will open with a K-8 model that scales up one year at a time to a K-12 PTECH school. The PTECH high school, when enrolled, will offer CTE industry certifications. *See attached PTAA Nevada High School Handbook.*

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Applicants Only*)

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

PTAAN does not propose to offer a Distance Learning model, therefore questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.

(7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

PRE-KINDERGARTEN PROGRAMS

A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at [http://www.doe.nv.gov/Early Learning Development/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.

PTAAN does not propose to offer pre-kindergarten, therefore questions in this section are not applicable.

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

Please note that high schools approved by the SPCSA will be required to meet or exceed Nevada graduation requirements.

PTAAN will open with a K-8 campus in 2021 and add additional grades every year to eventually become a K-12 grade PTECH campus offering dual credits and internships to all high school students. PTAAN's future offered PTECH program will be based upon local high school and community needs and targeted industries in the STEM sector. PTAAN's program will offer both college credit options and business/industry exposure opportunities to students in each grade level to qualify them to accommodate the local job market demands for these professions. In PTAAN's program, students will have the opportunity to earn college credit by two different venues: college credit by examination through Advanced Placement or Project Lead the Way courses or college credit by course completion through articulated agreements with local community colleges. In addition to dual credit, PTAAN will also develop MOUs with several businesses and industries to allow students to participate in work-based learning experiences including job shadowing hours and site fieldtrips. These opportunities culminate into a working model and plan for PTAAN students to complete high school with the opportunity to earn an associate degree, industry

recognized certification and over 150 hours of work-based learning experiences with local business employers. PTAA Texas was the only charter school awarded PTECH grants for each campus and is a PTECH designated district. *See Attached PTAAN High School Handbook.*

PTAAN students will complete all Nevada graduation college and career ready credit and assessment requirements to earn a high school diploma.

(1) Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

PTAAN is dedicated to preparing students for future success through rigorous and innovative academic instruction. Our belief is that most students will be able to meet these rigorous standards each year and to progress through our K-8 program on schedule. However, we recognize that some students may not make adequate progress to advance from one grade to the next each year. The criteria that will be used to determine if a student will be promoted from one grade to the next include:

- Results of the formative assessments and the MAP test for a summative assessment, Students who have not met grade level expectations will be considered for retention.
- Results of subject matter interim and summative assessments
- Teacher assessments of student preparedness to succeed at the next grade level with their peers.

PTAAN will communicate each grade's year-end requirements with the students and parents at the beginning of the year and ensure report cards inform families of the student's progress toward these requirements. The Principal, with input from the student's Teachers, will make the final decision on all grade promotions or retentions.

The PTAAN grading scale will be :90-100= A, 89-80=B, 79-70= C, 69-60=D, 59 and below= F. PTAAN will issue regular progress reports and grade-status updates to students, parents, and teacher-advisors. Any student whose grades on formative assessment fall below 70 will also trigger further evaluation. **PTAA Nevada will follow the Nevada Administrative code on promotion:**

Students enrolled in the 8th grade:

According to Nevada Administrative Code (NAC) 389.445, students must complete 1½ (one and one-half) credits in mathematics, 1½ (one and one-half) credits in English or reading, 1 (one) credit in science, and 1 (one) credit in social studies with a passing grade during seventh and eighth grade for promotion to high school. ½ (one-half) credit is the equivalent of one semester.

PTAA Nevada will require the following:

Pupils enrolled in grade 6 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, and ½ (one-half) credit with a passing grade in science for promotion to grade 7.

- Pupils enrolled in grade 7 must complete ½ (one-half) credit with a passing grade in mathematics, ½ (one-half) credit with a passing grade in English or reading, ½ (one-half) credit with a passing grade in science, and ½ (one-half) credit with a passing grade in social studies for promotion to grade 8.
- Pupils enrolled in grade 8 must complete 1½ (one and one-half) credits with a passing grade in mathematics, 1½ (one and one-half) credits with a passing grade in English or reading, 1 (one) credit with a passing grade in science, and 1 (one) credit with a passing

grade in social studies during their seventh and eighth grade years for promotion to high school. An eighth-grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria below. A parent or guardian may elect not to place his/her child on academic probation but to remain in grade 8.

High school Probation: Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for success in high school. Successful completion of required summer school courses may remove a student from academic probation.

An eighth-grade High School Academic Probation will consist of the appropriate remediation in the subject area(s) in which the student failed to pass in middle school. Remediation may include but is not limited to a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth-grade year. The student must earn a passing grade in the remediation course(s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

An eighth-grade student not meeting criteria for promotion to 9th grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year without limitation. A retained eighth grade student may not be promoted mid-year.

A student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:

- Smarter Balanced Assessment Consortium (SBAC) scores meet or exceed standards in ALL of the area(s) of credit deficiency; **OR**
- Credits have been earned in ALL of the core area(s): English or reading, mathematics, science, and social studies; however, the student is deficient ONLY ½ (one-half) credit of the five total credits required for promotion; **OR**
- A student reaches the age of 16 (sixteen) on or before the final school day of the year in which the student would otherwise be retained.

Parents of a student who does not perform satisfactorily on his or her exams will be notified that their child will participate in special instructional programs designed to improve performance. The student may be required to participate in this instruction before or after normal school hours or outside of the normal school year.

Certain students—some with disabilities and some with limited English proficiency—may be eligible for exemptions, accommodations, or deferred testing.

Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”). For Special Education students, the ARD committee will serve as their Grade Placement Committee (GPC).

(2) For schools proposing a high school program, explain how the school will meet state graduation requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If

graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

PTAAN will open a K-8 campus in 2021 and scale up to a full K-12 whole school PTECH model. The pathways will be determined at that time by industry needs and community needs. PTAAN will meet and exceed graduation requirements required by the State of Nevada for graduation. *See attached PTAA Nevada High School Course Catalog for more information.*

(3) For schools proposing a high school program, explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

The PTECH national model was created for the purpose of ensuring students' readiness for college or other post-secondary opportunities. PTAAN's proven PTECH high schools in Texas exceed college readiness levels on state assessments. PTAA High School Students take multiple Programming certification, Cisco certified networking certification during their 9-13 years to meet the requirements set by our industry partners for internship programs. In addition, students in 9 and 10th grade take 1 or 2 college courses through online instruction and multiple college courses at a college onsite campus leading to following associate degrees. The identified PTECH pathways for PTAA Nevada are: Information Technology Networking and Web Design and Development. *See attached course descriptions for each.*

At maximum size, PTAA-Nevada does not plan to have more than 100 students per grade level who are actively enrolled in the ICIA program, which allows for more personalized attention to each student. Aside from the small cluster/cohort sizes, PTAA provides each student with a dedicated staff member to serve as a academic mentor. These academic mentoring periods are built into the school day during a scheduled advisory period. Over the course of a week, each mentor is scheduled to check in with each student to review grades, missing assignments, attendance, job shadowing hours, and overall well-being. These check ins will be documented and intended to maintain a proactive, supportive environment for the student. The programs maintain flexible scheduling that allows students to be transported to college for dual credit courses as well as to meet job shadowing requirements. Students are able to complete requirements as part of the school schedule as part of built in learning opportunities during the CTE/ PLTW courses. Flexible scheduling in the 13th year as well as summers will allow students to retake courses as needed, should he or she not successfully meet course requirements during the first time taking the course. While the program sets in place academic interventions and support to avoid this scenario, the campus programs also understand the importance of having a proactive plan in place should the situation arise. The role of ensuring flexible scheduling to allow for more course of study options to accommodate student, college and industry partners is the duty of the hired Program Director. These duties include but is not limited to developing a plan for ongoing academic support, providing tutoring for identified students, and providing more advisory and/or college readiness and support time built into the program of study. *See attached PTAA Nevada High School Handbook for more information.*

(4) Explain what systems and structures the school will implement for students at risk for retention and/or dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for the grade level. For high schools, describe your plans to support students needing to access credit recovery options.

Depending on the unique situation of the individual student, any or all the following strategies will be pursued to remedy the situation:

- The student's teacher may begin a remedial program that will include any or all the following:
 - Additional instructional time with the teacher, other staff, or parent volunteers for supplementary coursework and/or repetition of previously completed coursework
 - Private tutoring with faculty members or with outside volunteers
 - At-home work or after-school work
- The student's teacher and/or PTAAN staff may call for a conference with parents or guardians to discuss possible interventions. This conference will explore specific strategies for increasing the student's achievement.
- The Multi-Tiered System of Supports (MTSS) team will evaluate and initiate strategies to support student learning
 - The student may be recommended for testing to establish whether an IEP is needed.

The PTAA PTECH model offers 100% of our students the following opportunities:

- Rigorous and relevant program to prepare our students with a pipeline to professional opportunities in Technology and Engineering
- Gain real world skills such as time management, communication, and relationship building
- Earn a high school diploma, up to 60 hours college credit, a two-year post-secondary certificate, or industry certification, at no cost to the student and families
- Build a resume and work ethic through opportunities for internships, apprenticeships, and job training

When PTAA Nevada enrolls 9 grade students into the first cohort of the whole school PTECH model, it will:

- Develop individualized college and career focused student plans with a specific graduation plan for ongoing academic support
- Provide academic support for intervention, remediation, and acceleration
- Provide tutoring and other academic support
- Provide students with application, financial aid counseling and college/career counseling
- Provide advisory and/or college readiness and support time built into the program of study for all students
- Provide bridge programs and to support student transition from elementary to middle school to the PTECH program
- Establish an industry mentorship program available to all students
- Provide a layered social and emotional support to the students as needed such as: connections to social services, parent outreach and involvement opportunities, a structured program of community services to promote community involvement and skill building instruction for students, time management, study skills, collaboration and interpersonal relationship skills

PTAA Nevada will provide a summer school program for students to achieve credit recovery as well as remediation. The duration of summer school will be 6 weeks and will run from 8:00am-12:00pm for remediation, recovery of credits, credit acceleration, as well as sustaining learned information to avoid regression. Summer school is an excellent way for students needing credit recovery to catch up while peers are receiving remediation and credit acceleration. All resources available to increase student achievement during the regular school year will be available during summer

school. Differentiation of instruction and best practice of instructional strategies will continue to be used to overcome classroom challenges.

DUAL-CREDIT PARTNERSHIPS

High schools approved by the SPCSA will be expected to enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses per NRS 389.310. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable.

A requirement of PTAAN's PTECH model is MOUs with colleges and universities to offer dual credit courses. These will be established when the high school opens. Contact has been made with college and business partners. *See attached letters of support*

(1) *Discuss the scope of the services and resources that will be provided by the college or university.*

Generally, colleges and universities provide mentors, liaisons, and Advisory Board members to PTAA. The services include aligning curriculum, ensuring crosswalks are current and effective, hosting tours, and providing resources, support and input that drives success of the program. Students will not be required to pay for tuition, fees, or textbooks. PTAA Nevada will pay for tuition Fees and textbook cost for all students. The school calendar will be aligned with the IHE calendar; through a longer school day and summer scheduling, blended learning, students are able to meet the requirement of job shadowing/work-based learning, and college course completion required by PTECH. All dual credit MOUs will to be reviewed and updated every year at a minimum, albeit in the beginning years of the program, the agreement will most likely be reviewed, updated, and re-signed every year in accordance with program updates and needs.

(2) Describe the proposed terms of the relationship between the charter school and the college or university including

(a) *proposed duration of the relationship and the conditions for renewal and termination*

This will be determined when PTAAN PTECH opens.

((b)the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university

This will be determined when PTAAN PTECH opens.

(3) *Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.*

This will be determined when PTAAN PTECH opens

(4) *Identify any employees of the college or university who will serve on the governing body of the charter school.*

This will be determined when PTAAN PTECH opens

(5) *Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.*

This will be provided when the PTAAN PTECH opens and MOUs are executed.

DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and for renewal, replication, and replacement (restart or reconstitution) purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework, the Nevada School Performance Framework adopted by the Nevada Department of Education, and applicable law and regulation. The academic performance standards consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards are based on standard accounting and industry standards for sound financial operation. The organizational performance standards are based primarily on compliance with legal obligations and state law and regulation and SPCSA policies, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants are expected to propose additional mission-specific goals to complement or supplement, but not supplant, the SPCSA's performance standards with school-specific, mission-driven academic, financial, or organizational goals. All such indicators, measures, and metrics are expected to be rigorous, valid, and reliable.

(1) Describe the mission-specific academic goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use and describe the process by which you will determine and set targets.

Mission Specific Goals

Academic Growth

Rationale: PTAAN acknowledges that student growth is an important indicator of how students are being served. We believe all students should demonstrate growth every year, and that those students who have not yet achieved proficiency must show substantial growth.

Goal 1:) By its third year of operation, when there is sufficient growth data available, PTAAN will achieve a "Meets" rating for Academic Growth for both the elementary and middle school grade levels, as measured by a median growth percentile of 50% or greater for all tested subjects and all tested grades. The school will also make consistent gains in academic growth over time.

Objective a) By its third year of operation, PTAAN students will achieve a median growth percentile of 50% or greater in all tested grades in all tested subjects on the SBAC.

Objective b) By its third year in operation, PTAAN will have a higher median growth scores than the district in all grades in all tested subjects on the SBAC.

Gaps

Rationale: Currently, performance measures in CCSD reveal gaps in academic achievement and academic growth between traditionally underserved groups and that of the larger student body. These gaps exist at all grade levels and with all disaggregated groups large enough to report data. PTAAN hopes to address these inequities and to narrow these achievement gaps. This is core to our mission and a vital measure of our success.

Goal 2: By the third year of operation, PTAAN will consistently reduce the academic growth gaps between all underserved populations and the general student body scores on state assessments.

Objective a): By the third year of operation, all ethnic and racial subgroups, FRL students, ELL students, and Special Education students, will average the same annual percentile growth as the average PTAAN student in all tested grades and all tested subjects on the SBAC

Objective b): By the third year of operation, the gap between the percentage of underserved students and the general student body scoring “meets or exceeds expectations” will narrow by at least 5% and will continue to decrease over time.

Additional goals

Rationale: PTAAN has three additional components of its mission that lend themselves to setting measurable goals. These include inspiring and engaging students in the curriculum, increasing the number of underrepresented students who receive a STEM education, and increasing interest in STEM professions among out students.

Goal 1) All PTAAN students, families and faculty will feel connected to and engaged with the school and its curriculum.

Objective a): Average parent satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective b): Average teacher satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective c) Average student satisfaction with the academic program as measured by an annual survey at the end of the school year will exceed 85 %.

Objective d) In each year, PTAA will maintain an average daily attendance rate of at least 95%.

Goal 2) PTAA will increase the number of underrepresented students studying STEM subjects.

Objective a) By the end of year 1, and each year thereafter, the percentage of minority students entering the lottery for admission to PTAAN will be equal to or greater than the district’s percentage of minority students.

Objective b) By the end of year 1, and each year thereafter, the percentage of students entering the lottery for admission PTAAN who qualify for free and reduced-price lunch will be equal to or greater than the district’s percentage of FRL students.

Goal 3 PTAAN will demonstrate an increase in student interest in STEM careers and STEM postsecondary education

Objective a) By its second year of operation, the annual percentage of students reported to be interested in pursuing a career in STEM fields on an annual survey will meet or exceed 70%.

(2) In the table below, outline the clearly measurable annual performance and growth goals that the school will set in order to meet or exceed SPCSA expectations as outlined in the SPCSA Academic Performance Framework indicators and to meet state expectations for student academic growth in accordance with the Nevada School Performance Framework (NSPF) adopted by the Nevada Department of Education. You may add or delete rows as needed. Also

- (a) *Describe your presumed baseline and explain how it was set.*
- (b) *Articulate how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, campuses (for invited multi-site applicants), and the entire school – throughout the school year, at the end of the academic year, and for the first three years of operation.*

Using Data to Drive Instruction

The purpose of collecting student assessment data is to inform our instructional practices at both the individual student level and at the classroom and school level. Informal data reviews will happen frequently and will be a central component of teachers' daily and weekly planning. In the context of weekly staff meetings, faculty will routinely review student work and discuss strategies to meet the individual needs of students. In these discussions, teachers will receive support from one another to assist students. Teachers advise the presenting teacher, offering specific ideas and practices to provide targeted support to improve student's learning outcomes. At times, these discussions are broadened to include parents and the students themselves so that coordinated intervention and support services can be offered. As such, this powerful staff development protocol ensures that the analysis of daily student performance data:

- 1) informs refinement of practice in the classroom.
- 2) provides a basis for regular communication with parents and students in person via telephone and/or electronically; and
- 3) supports student achievement and maintains appropriately challenging expectations.

PTAAN will also hold longer formal meetings at least three times per year to analyze student data. These may be grade-level or subject-matter meetings and will be facilitated by either the Principal or outside consultants who have expertise in data analysis. We will monitor data to identify students who may need extra support, teachers who may need more professional development, and areas where our curriculum may not be meeting expectations.

The accountability for this data management moves in a hierarchical structure through three layers.:

Teachers

- Administer standardized tests, analyze results and make correlating adjustments to instruction.
- Maintain daily, weekly, and monthly formative assessments and progress monitoring tools.
- Use professional development time to compare horizontal and vertical achievement results.
- Create and implement MTSS plans in accordance to data analysis results.
- Regularly report student achievement data to Principal.

Principal

- Creates calendar maps

- Monitors and ensures assessment occurs
- Supports teachers in developing assessments
- Ensures data is recorded
- Creates reflection forms
- Leads data analysis sessions
- Holds every member of the team accountable
- Reports assessment data to the Board of Directors and the public

The Board of Directors

- Monitors results of assessments
- Ensures compliance with the school's Accountability Plan and Unified Improvement Plan
- Makes policy and staff adjustments as needed

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
Student Success in English Language Arts/Literacy, Math, and Science	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science Aligned to NSPF and SPCSA Framework	(SBAC) for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science. Annually	Baseline data will be compared to the NV Report Card surrounding school data Minimum expected student gains per year (based on complex targets identified through 2018): ELA/Literacy 4% Math 5% Science 5%	ELA/Lit: 44%* Math: 38% Science: 21% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 48%* Math: 43% Science: 26% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science	ELA/Lit: 58%* Math: 48% Science: 31% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science
Students will show growth of at least one (1) year in Reading and Mathematics annually	Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment in (CRT) in Science.	Baseline data will be collected at the beginning of the School year, or when student enrolls, followed by quarterly reports. The	Growth will be determined after baseline data has been collected, with an expected minimum	Growth will be determined after baseline data has been collected, with an expected minimum	Growth will be determined after baseline data has been collected, with an expected minimum

			date will be quantified using enrollment records for all students, with an initial focus on the first cohort of students	gain of 6% annually	gain of 6% annually	gain of 6% annually
Reduction of achievement gaps in targeted at-risk student subgroups	Aligned to NSPF and SPCSA Framework	SBAC for ELA/Literacy and Math and the NV State Assessment (CRT) in Science		In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually	In the given year, if achievement gaps exist, PTAAN will close the identified gap(s) by 10% annually

(3) *In addition to mandatory state testing, identify the primary interim academic assessments the school will use to assess student-learning needs and ensure progress towards SPCSA and state proficiency targets and describe how they will be used.*

In addition to direct instruction, PTAAN uses Project Based Learning and Blended Learning to deliver instruction. In **grades K-2**, PTAAN will use more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An additional benefit of performance-based assessment is that the information can be immediately utilized to modify instruction. All PTAAN early elementary teachers will receive professional development on performance-based assessment and will implement these practices on a near-daily basis. **Assessment for Grades 3-8:** In addition to the standards-based summative assessments, PTAAN will constantly be checking students' understanding through multiple informal classroom-based assessments. One of the hallmarks of Project Based Learning is to give students multiple options to demonstrate mastery of both content and skills. Students demonstrate competency by completing complex interdisciplinary projects that demonstrate meaningful application of essential knowledge and skills. Projects are assessed using appropriate scoring rubrics and students are aware, before starting a project, of what is required to demonstrate mastery.

Blended learning generates data on individual students daily which provides real-time data on progress toward mastery of specific skills in each subject. Additionally, each subject at every grade level will include both interim and summative assessments. These might include quizzes, exit tickets, essays, and tests in addition to projects. PTAAN teachers will also establish protocols for weekly reviews of student work including using learning logs or journals, and weekly check-ins to gauge progress on long-term projects. These assessments will be used to inform both students and teachers about student progress and will inform future instruction as well as curriculum planning

and the need for remediation. PTAAN will make regular/ weekly use of student performance data to inform instructional practices. Both “snapshot” and longitudinal data will be used in addition to embedded assessments to identify students in need of remedial support.

- (a) *How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?*

CMO will also provide comprehensive, continuous training to establish data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. CMO will provide training to staff on how to identify intervention needs early in the year using NWEA MAP, assessment practice, and assessments developed and/or purchased. Staff will be provided training regarding effective use of data to inform instruction. Using these sources, PTAAN instructors will engage in continuous data analysis that will be utilized to monitor student learning and growth. Learning software will be utilized to support reading and math instruction for all students. Data meetings, parent meetings, and department meetings will support intervention programs and enhance student learning.

- (b) *Explain how you will know that your proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals for the school and the SPCSA, and state standards.*

The curricular resources used by PTAAN- PLTW, STEMscopes, Spaulding Writing Road to Reading, Singapore Math, and History Alive are all aligned to Nevada, the school curriculum and the performance goals for the school, the SPCSA and the state standards.

- (c) *Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide and classroom level. Explain what would trigger such corrective actions and who would be responsible for implementing them.*

Should student academic goals not be achieved in the classroom, all attention will shift towards teacher professional development, coaching, and remediation. Should classroom scores be consistently sub-par, a teacher may be placed on probation, but only if other factors correlate that a teacher's competence is at fault. PTAAN will support teachers' professional development and growth.

Due to its daily focus on data, tracking of factors that affect performance and regular reports to its Board of Directors, it is unlikely that the school will fall short of meeting its academic achievement expectations. PTAA Texas and the CMO have a track record of meeting and exceeding goals. If school-wide performance fell short, the Principal would initiate corrective action and work with the Board and CMO to create a plan for improvement and the Board would take immediate corrective action. Triggers indicative of low performance generally include teacher turnover, poor quality instruction, poorly implemented MTSS, unidentified chronic and acute student needs, insufficient tracking of student absences.

- (d) *Articulate how interim assessments will be used to inform instruction. How will teachers and school leaders be trained in their use?*

The purpose of collecting student assessment data is to inform our instructional practices at both the individual student level and at the classroom and school level. Informal data reviews will happen frequently and will be a central component of teachers' daily and weekly planning. In the context of weekly staff meetings, faculty will routinely review student work and discuss strategies to meet the individual needs of students. In these discussions, teachers will receive support from one another to assist students. CMO will provide comprehensive, continuous training to establish

data-driven processes and procedures to assist instructional staff in developing, monitoring, and adapting effective individualized instruction for each student. CMO will provide training to staff on how to identify intervention needs early in the year using NWEA MAP, assessment practice, and assessments developed and/or purchased. Staff will be provided training regarding effective use of data to inform instruction. Using these sources, PTAAN instructors will engage in continuous data analysis that will be utilized to monitor student learning and growth. Learning software will be utilized to support reading and math instruction for all students. Data meetings, parent meetings, and department meetings will support intervention programs and enhance student learning.

- (e) Identify specific interim performance goals and assessments that you will use to confirm that the school is on-track to meet ambitious academic goals throughout the school's first year with students. You may add or delete rows as needed.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To screen skills that predict school success including physical development, language, academic/cognitive, self-help, and social emotional skills	Brigance Early Childhood Screens III (Grade K)	At the beginning of school to predict success			
To monitor scholar growth to inform and personalize instruction.	NWEA-MAP	At the beginning of school		At the beginning of quarter 3 to assess interim progress	At the end of the school year
To assess students who have been identified as English Language Learners.	WIDA	At the beginning of school as needed			At the end of school year to assess progress
To measure students' progress toward success in college and career.	Smarter Balanced Assessment (SBAC) (Grades 3-8)				Near the end of the year to assess proficiency and growth over time.
To determine mastery of knowledge and skills taught throughout the unit. Data is used to inform intervention needs and progress	PLTW Launch End of Unit Rubrics: given at the end of a unit in core content areas	At the end of the quarter	At the end of the quarter	At the end of the quarter	At the end of the quarter

Brigance Early Childhood Screens III (Grade K): The purpose of this assessment is to identify incoming students who may be at risk for learning difficulties and who might benefit from intervention. Likewise, the test has the capability to indicate a child who may be above average and thus allow PTAAN to provide the support necessary for a more enriching learning experience. It is used to assess children's physical development, language, academic/cognitive, self-help, and social-emotional skills, to identify the child's present level of performance. These tests are best administered in the child's home language. An analysis of the scores may result in further testing, referrals for physical or occupational therapy, speech language evaluation, or evaluation by a developmental psychologist. PTAAN uses this norm-referenced test to meet each child where he/she is in terms of development and to tailor instruction to meet the needs of each child as they enter school. **Performance goal for first year (2021-22)** is that every child in Kindergarten increase performance in developmental skills tested. Formative assessments include of daily teacher observation, data from content assessments, parent requests, behavior incidents, and absences,

NWEA-MAP: The purpose of MAP testing is to determine what the student knows and is ready to learn next. MAP Growth is designed to measure student achievement in the moment and growth over time. The assessments are designed to target a student's academic performance in mathematics, reading, language usage, and science. PTAAN uses MAP testing to monitor student growth to inform and personalize instruction. Parents are informed of results of testing and included in decision-making regarding progress. MAP testing is administered at the beginning of the school year and in the second half of the year to determine if growth is on track. **Performance goal for first year (2021-22)** is that each child show a year's growth.

WIDA: The purpose of World Class Instructional Design and Assessment (WIDA) testing is to determine language proficiency. Is given annually to monitor students' progress in learning academic English, meets U.S. federal requirements of Every Student Succeeds Act (ESSA) for monitoring and reporting ELLs' progress toward English language proficiency, and is anchored in the WIDA English Language Development Standards. Based on the Home Language survey, students will take the WIDA test to establish baselines in the four domains: listening, speaking, reading, writing. Based on results and parent permission, student who are identified as ELL will receive services commensurate with their language development. WIDA serves to establish a baseline for entering students and serves to track progress toward proficiency. For example, with their initial ACCESS performance, a student's projected timeline will be established for English acquisition, used to determine whether they are on or offtrack in future years to meet proficiency targets. Students entering at higher levels of language proficiency will be given a shortened timeline than to their initial language proficiency level. The ELL teacher will monitor progress every 6 weeks and inform parents of their student's progress. **The performance goal for the first year (2021-22)** is that each child identified as ELL make on-track progress on their timeline to achieve advanced academic English language proficiency.

Smarter Balanced Assessment (SBAC): the purpose of SBAC is to measure student progress toward college and career readiness. It is a summative assessment; benchmark testing will be used several times a year to determine individual student progress toward mastery of SBAC components. Performance goals for (Grades 3-8) first year (2021-22): Baseline data will be compared to the NV Report Card surrounding school data **Minimum expected student gains per year** (based on complex targets; ELA/Lit: 44% * Math: 38% Science: 21% * Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science. Expected

ELA/Lit: 44%* Math: 38% Science: 21% *Surrounding school data 33% Math, 40% ELA, 16% Science. Expected learning gains per year 4% ELA, 5% Math, 5% Science

PLTW Launch End of Unit Rubrics: The purpose of the end of unit rubrics is to measure mastery of comprehension and skills used throughout the unit. Formative assessments are used frequently by teachers during the course of instruction to provide feedback, evaluate students' learning, and to aid in adjusting instruction. These formative assessments use classroom activities and discussions that require students to not simply answer questions but also reveal their reasoning that led to those answers. This allows teachers to immediately make observations on an individual student's strengths and weaknesses so they might help students address the specific mistakes they may be making or misconceptions they may hold. **The first year (2021-22) performance goal** is that each child scores at least a 2 (out of 4) on the End of Unit Rubrics.

(4) Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system.

Data Management

As a data-driven school, PTAAN recognizes the importance of managing student performance data appropriately, using data to adapt instruction at the student, classroom, and school level. We have a data management plan that will allow us to effectively store, analyze and use data to drive student achievement.

The CMO staff includes a Curriculum Specialist who has years of experience in data analysis; he will coordinate the collection, disaggregation, and dissemination of data to teachers. He will also provide training to teachers on the understanding and use of data to guide instructional decisions and provide support to teachers in creating meaningful assessments, and to families in understanding their children's progress.

Student Information System

PTAAN will use Infinite Campus to collect and store pertinent student data. Teachers will be trained on the data management system as part of the summer pre-service professional development, with additional support available from the CMO and administration staff during the year.

AT-RISK STUDENTS AND SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations.

The SPCSA operates under the following principles with regards to special populations of students:

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

PTAAN intends to serve a diverse population of students that reflects the surrounding area and that desires a learning community that celebrates scholarship, academic achievement, and creativity and respects each student as a valued individual of great potential and promise. Within the diverse population will be students who are gifted in various areas as well as students who may be at-risk for academic failure. PTAAN intends to meet each student's individual needs with ongoing assessment, ability grouping, and Personal Education Plans (PEP) that allow students to set and achieve individual goals.

At-Risk Students

(1) How do you define "at-risk" students? What are the methods for identifying at-risk students through academic and behavioral processes?

PTAAN adheres to the definition of 'at-risk' as provided in NRS 388A.045: A pupil is "at risk" if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability. Students who are identified as academically 'at risk' via the i-Ready diagnostic process and who are not already identified with an IEP will be referred to the School's Response to Intervention Team. The RtI team will be comprised of staff members from the grade level or department, special education Coordinator, and counselor in addition to the student's parents. The teacher of record will notify the parent(s) that his/her child will be entering the RtI program, which will provide interventions in all areas of the student's academic or behavioral deficiencies. During the RtI process, a goal is written in the deficit academic and/or behavioral area, the student is provided with additional interventions, and the student has weekly progress monitoring related to the goal. The data is collected and analyzed every 4-6 weeks. If the student is not making adequate progress toward the grade level expectation, then instruction becomes more intensive by increasing the amount of time in intervention, increasing the number of sessions in intervention, or changing the teaching method. If after 12-16 weeks, the student's data still shows a lack of adequate progress, the student will be referred for the special education eligibility process. Should the student qualify for special education, the student will receive support in regular education with supplementary aides and services. Progress monitoring will continue. If a student shows little to no academic growth, an IEP meeting will be held to discuss increasing services which may include a more restrictive environment and additional supplementary aides and supports. The goal is to provide the student access to a free and appropriate public education within the least restrictive environment using student's data in the decision-making process. Multiple sources and early indicators will be used to identify at-risk students enrolled at PTAAN. The school recognizes that many factors can be associated with increased risk of academic failure and/or potential dropout of students; these include but are not limited to: Social and economic factors: a. Free and reduced lunch b. Temporarily displaced c. Foster care d. Educational attainment of parents e. English language proficiency f. Single parent family; Benchmark assessments that identify students who do not meet grade level expectations; Attendance records that identify which students are considered chronically absent (more than 10% of the school year). Credits earned toward graduation based on thresholds identified at each grade level based on their academic cohort.

(2) Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment.

PTAA Nevada enrollment will include approximately 95% FRL students, based on CCSD data. Based on robust research that suggests poverty is the most important factor affecting students' academic achievement and growth, PTAA Nevada will support the academic success and college and workforce readiness of FRL students. The link between a student's academic achievement and their level of poverty was established in numerous studies: (Holley, 1916; Lynd & Lynd, 1929; Harwell, Maeda, Bishop, & Xie, 2017). "The negative relationship between the level of poverty in a school and student achievement identified in other research is supported (i.e., the higher the poverty, the lower the achievement). However, this study finds that the relationship is stronger than typically identified (Ewijk & Slegers, 2010). "Academic achievement can be predicted by socioeconomic status (Cedeño, Martinez-Arias, & Bueno, 2016; Reardon & Portilla, 2016). Students living in poverty have a higher level of absenteeism, they struggle with focus and concentration, they have significantly more difficulty in comprehension and memory, and they struggle with motivation (Jensen, 2009). In addition, living in homes where there is little parental interaction, fewer books to read, and fewer chances for cognitive stimulation will decrease the children's confidence which, in turn, will lead to future academic failure (Cedeño et al., 2016). Chronic stressors will cause students to underperform in school and either give up or become disinterested in their schoolwork (Jensen, 2009). Building caring and supportive relationships with students is the first and best strategy to increase student effort and motivation (Budge & Parrett, 2018). Explicitly teaching school expectations, as well as enforcing these expectations, can decrease disruptive behavior and increase student engagement (Gietz & McIntosh, 2014). Early intervention strategies will ensure that students living in poverty will have an increased chance for higher academic performance in an inclusive classroom (Jones, Wilson, Clark, & Dunham, 2018). One of the most effective ways to increase academic achievement is to recruit the best staff to teach in the school (Jensen, 2009). PTAA's inclusive school culture with its PBIS and Restorative Justice components, daily advisory, and caring staff and mentors provide a comprehensive support system for At-Risk and all students.

Section 504 requires schools to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. Section 504 prohibits discrimination based on disability. We adhere to all obligations under the Individuals with Disabilities Education Act ("IDEA") and Section 504. We will immediately evaluate and identify any student protected under Section 504. This includes any student determined to: (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Special Education teachers in years 1 and 2 will serve as the Section 504 Coordinator to ensure students' legal rights are met, and their special needs are adequately served. After year 2 the Assistant principal will acquire this responsibility, with support from the Principal. We will work with local service providers to secure related services- Suasive Education LLC, and Ed Theory (LSSP, Speech/Language, OT, PT. etc.) in accordance with IEPs and provide time and space for these services to be administered onsite. We have budgeted for contracted Special Education Services. As students are identified, we will provide all necessary supports for success. We recognize a potential need to adjust our model to fit the needs of all students we will educate. We will consider supports such as classrooms with a 12:1 student to teacher ratio, hiring paraprofessionals for additional classroom supports, increasing the number of contracted hours with related services providers, hiring full time, in-house related service providers, acquiring adaptive equipment and devices such as speech to text, hiring one-on-one support aids, or creating a life skills program. We will allocate resources to meet the needs of all students, whatever those needs may be.

(3) Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the

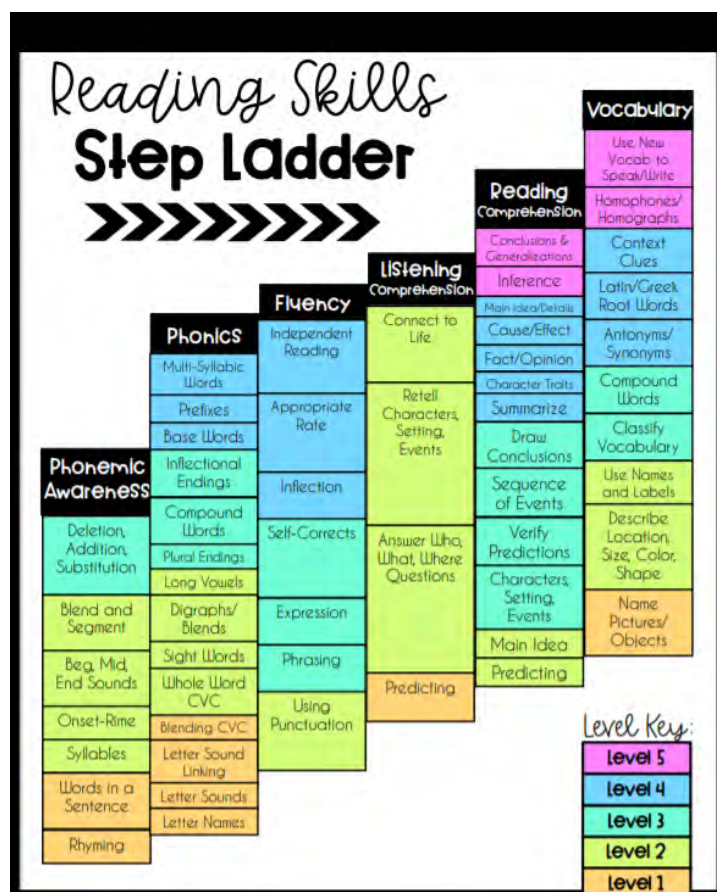
research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1, year 3, year 5, and beyond?)

PTAAN will have a comprehensive age-appropriate pupil performance assessment program and will make data-driven research-based decisions in order to continually improve student achievement. We will assess student performance daily through student observations and performance tasks and will also conduct more formal assessments at appropriate intervals. The information gathered through these assessments will help us refine our instructional practices, will inform our plans for professional development, and will be used to adjust our curriculum and evaluate the success of our approaches to remediation.

Assessment for K - 2

Young children's development is characterized by a great deal of variability and change, which makes summative and standardized assessments challenging.²⁵ Accordingly, the Nevada assessments do not begin until third grade. Therefore, PTAAN will use more performance-based assessments for the early grades. With performance-based assessment, data about each child is gathered by the teacher over time and from multiple sources, including anecdotes, focused observations, children's self-evaluations, and work samples. Data are then interpreted through rubrics and rating scales. An additional benefit of performance-based assessment is that the information can be immediately utilized to modify instruction. All PTAAN early elementary teachers will receive professional development on performance-based assessment and will implement these practices on a near-daily basis. Sample Reading Skills Assessment:

²⁵ NAEYC-NAES/SDE Position Statement 2003, Position Statement - naeyc - www.naeyc.org/position-statements/StandCurrAss



PTAAN will notify parents of students in kindergarten through third grade at least 45 days before the end of each school year if a student is considered to have a significant reading deficiency. Teachers, in collaboration with students' parents, will then write a READ plan for each identified student. These plans will identify the deficiency, set student goals, identify future interventions, set evaluation and monitoring methods, give parents strategies to use at home, and set forth any other additional services and/or strategies the teacher deems necessary. These plans will be evaluated and updated at least once each year.

Assessment for Grades 3-8

In addition to the standards-based summative assessments, PTAAN will constantly be checking students' understanding through multiple informal classroom-based assessments. One of the hallmarks of Project Based Learning is to give students multiple options to demonstrate mastery of both content and skills. Students demonstrate competency by completing complex interdisciplinary projects that demonstrate meaningful application of essential knowledge and skills. Projects are assessed using appropriate scoring rubrics and students are aware, before starting a project, of what is required to demonstrate mastery.

Sample: End of Unit Assessment Rubric

Spatial Sense and Coding: End-of-module Summative Assessment			
	Basic	Proficient	Advanced
Criteria	A student who has reached the <i>highest level</i> of the Basic level should be able to do the following:	A student who has <i>just reached</i> the Proficient level should be able to do the following:	A student who has <i>just reached</i> the Advanced level should be able to do the following:
Design Process O1 – Follow a step-by-step method to solve a problem.	With support, student follows some steps of the design process as they design, create, and test a model.	With support, student follows all steps of the design process as they design, create, and test a model.	Student independently follows the design process as they design, create, test, and revise a model.
Computational Thinking O3 – Apply computational thinking to solve problems.	With support, student demonstrates persistence as they create a program and code an interactive robotic device.	Student demonstrates persistence as they create a program and code an interactive robotic device. With support, student identifies errors and debugs the program.	Student demonstrates persistence as they create a program and code an interactive robotic device. Student independently identifies errors and debugs the program.
Collaboration O5 – Collaborate effectively on a diverse and multi-disciplinary team.	Student participates the majority of the time and shares ideas with others. Student demonstrates flexibility in thinking and behavior some of the time.	Student fully participates and shares their ideas with their group, valuing the contribution of team members. Student demonstrates flexibility in thinking and behavior most of the time.	Student fully participates and share their ideas with their group, valuing the contributions of team members. Student models and encourages others to demonstrate flexibility in thinking and behavior.
Communication O6 – Communicate effectively for specific purposes and settings.	With support, student accurately describes findings from the Problem. Student attempts to use the Launch Log to communicate their thinking.	Student accurately and effectively describes findings from the Problem. Student uses the Launch Log to communicate their thinking.	Student justifies findings from the Problem with evidence-based conclusions. Student uses the Launch Log to communicate their thinking.
Ethics O7 – Practice ethical behavior in all settings.	With support, student engages in positive interactions and relationships with other children some of the time.	With support, student engages in and maintained positive interactions and relationships with other children. Student is kind and respectful when they disagree.	Student independently engages in and maintained positive interactions and relationships with other children. Student is kind and respectful when they disagree.

Additionally, each subject at every grade level will include both interim and summative assessments. These might include quizzes, exit tickets, essays, and tests in addition to projects. PTAAN teachers will also establish protocols for weekly reviews of student work including using learning logs or journals, and weekly check-ins to gauge progress on long-term projects. These assessments will be used to inform both students and teachers about student progress and will inform future instruction as well as curriculum planning and the need for remediation.

PTAAN will implement one-to-one tutoring, before and after school tutoring, summer tutoring, and Saturday school to close gaps in students' learning. PTAA Texas schools successfully use these methods to remediate gaps in achievement; students there consistently demonstrate year to year growth in reading and math.

In years 3, 5, and beyond, results will be measured using data from SBAC, NWEA- Map, ACT, WIDA, reduction in achievement gaps for underserved populations, credits recovered/achievement remediated during summer school programs, dual credits accrued, attendance rates, promotion and retention rates, graduation rates, dropout rates, industry certifications earned, post-secondary college acceptance rates, workforce internship hours accrued, post-secondary workforce hires.

(4) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Please provide the rationale used in this approximation.

PTAAN will utilize the Multi-Tiered Support System (MTSS) to enhance the success of all students with a variety of academic and/or behavior needs. PTAAN will use the MTSS model for the early

identification of these student populations followed by early targeted interventions for the goal of preventing these students from later requiring more intense special education services. Students that do have a significant skill deficit relative to peers will be provided special education services under Individual Education/Transition Plans (IEPs/ITPs).

MTSS: MTSS (Multi-Tiered System of Supports) is a systemic continuous improvement framework in which data-based problem solving and decision making is practiced across all levels of the educational system supporting students. it incorporates RTI (a model for identifying and assessing the specific academic needs of struggling students). MTSS addresses academic as well as social and emotional areas (non-academic), including behavior and other topics such as attendance.

MTSS leverages the principles of RTI and PBIS and further integrates a continuum of system-wide resources, strategies, structures, and practices to offer a comprehensive and responsive framework for systemically addressing barriers to student learning. MTSS offers the potential to create systemic change, which results in improved academic and social outcomes for all learners.

TIER 1: Emphasis is placed on schoolwide, differentiated universal core instruction at Tier 1; Tiers 2 and 3 provide intensive and increasingly individualized interventions (Batsche, et al., 2005). Although the screening and progress monitoring procedures vary somewhat for academics and behavior, the three-tier conceptual model is similar across both domains. Tier 1 refers to the core curriculum delivered to all students that has a high likelihood of bringing the majority of students to acceptable levels of proficiency. Assessment is a key aspect of this tier of instruction; benchmark assessments are usually conducted in the fall, winter, and spring. Universal screening using schoolwide curriculum- based measures pinpoints students who may be at risk. Students are deemed to need tier 2 services if they perform below a norm-referenced cutoff point (i.e., below the 25th percentile) and continue to show little to no progress across five to eight weeks of instruction with weekly progress monitoring probes.

Tier 2 provides supplemental instruction to those students who display poor response to the core instruction provided at Tier 1. Any students who are not meeting academic standards based on the data collected at the Universal Level or who are identified as having behavior concerns will receive Tier II interventions. Based on demographics and data from CCSD performance, approximately 65% of students may need Tier II interventions. In general, “not meeting academic standards” would include any student who is not progressing at a level that his or her teacher believes is adequate to achieve proficiency. Tier II begins with an analysis of the available data to identify any gaps in academic achievement or behavior and their causes. The analysis can also identify students who are exhibiting areas of gifts and talents.

Tier 3 involves the application of intensive instructional interventions designed to increase the rate of student progress. Tier 3 services may or may not include special education. At the Intensive Level, assessments show that the student exhibits a severe academic or behavior gap. Based on demographics and data from CCSD, approximately 12% of students may require Tier III. Evidence based interventions at this level continue to address the individual needs of the students while working with the student’s strengths. The academic/behavior achievement gap may be so vast that modifications to this curriculum may be required to address the student’s individual needs. This level not only addresses academic and behavior deficits, but also the needs of students whose knowledge and experience significantly exceeds the instruction and curriculum content of PTAAN. These interventions are so intense that they may have to be delivered in a resource room, small group or through one-on-one instruction. The intensity level and frequency of the assessments at this level increase and diagnostic assessments will be given to comprehensively identify the student’s strengths and needs and how to best meet those needs. The MTSS team may find that the needs of the students require a referral for special education services and may refer the student for eligibility. Students who demonstrate improved performance as a result of an intervention will continue with the intervention in place in the general education setting. Students who continue to struggle despite various interventions may be referred for a formal evaluation to

determine eligibility for special education services. Upon referral, PTAAN will conduct an Individualized Education Program (IEP) team meeting that includes within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education and /or 504 Plan instruction and services. PTAAN will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP and/or 504 Plan process according to federal, and state policies.

PTAAN also recognizes that students with IEP's may require addition emotional and behavioral supports in addition to academic support. We will fully support any social and emotional interventions provided in a student's IEP. This may include sessions with a social worker or psychologist or other professional to develop specific social and emotional skills.

A structured problem-solving process and integrated data collection system, based on the RTI and PBIS approaches, is utilized at each tier of the model (Batsche, et al., 2005; Fuchs & Fuchs, 2006). The effectiveness of instruction at each tier is determined by collecting data about students' progress in a recommended monitoring schedule. Educators use a problem-solving model to evaluate the data and continuously and dynamically make informed decisions about instructional planning and intervention (Batsche, et al., 2005; Fuchs & Fuchs, 2006; Gresham, 2007). With its emphasis on evidence-based instruction and collaborative, iterative problem-solving, MTSS acknowledges that instruction and/or contextual issues, not student inability, could be the reason why students are not learning.

(5) How will you communicate the need for remediation to parents?

PTAAN believes parents are partners in each child's success. Through daily web-based portal data, email, phone, home visits, and parent conferences in home languages, PTAAN ensures that parents understand their student(s) status. The classroom teacher updates data on the portal and makes email and/or phone contact with parents to discuss topics of interest to both. When a child's performance indicates a need for remediation, the teacher calls the parents and describes the need for remediation. If needed, the teacher schedules a meeting with parents to share data and the plan for remediation. Translators are present as needed.

(6) What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plan for students be implemented and monitored?

The classroom teacher is the first level of intervention for students with behavioral concerns. The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. Randall S. Sprick ²⁶ states that behavior is learned, and many behaviors serve a specific function. PTAAN teachers and staff will use the Positive Behavior Interventions and Support (PBIS) (Safe and Civil Schools) model to determine why the behavior is being exhibited. Positive support paths will be demonstrated by all PTAAN staff with the goal in mind to efficiently and appropriately correct student behavior issues.

The teacher will collaborate with the student and parent/guardian to foster working relationships and promote positive classroom behaviors. PTAAN teachers and staff will use the Positive Behavior Interventions and Support (PBIS) model to understand why the behavior is taking place; Positive support options will be used by PTAAN staff with the purpose of efficiently and appropriately effecting a positive change in behavior. PBIS views behavior as communication and uses methods of positive reinforcement to shape better behavior. This approach is based in a school-wide culture

²⁶ Sprick, Randall S. The Administrator's Desk Reference of Behavior Management. Randy Sprick's Safe and Civil School Series. Eugene, Or.: Pacific Northwest Publishing, 1998.

with the expectation of respect; all staff are trained by the CMO in the principal elements, while teachers have more specific training in the teaching of expectations, data collection and analysis, and the range of positive reinforcement option/interventions. Teachers will set the expectations for behavior-teach it explicitly- just as they would teach about any other subject—like reading or math. All students learn about behavior, including those with IEPs and 504 plans. Everyone learns what is appropriate behavior and uses a common language to talk about it. In PTAAN's PBIS model, Students learn behavioral expectations for different situations, they learn expected behaviors for each school setting through explicit instruction and have opportunities to practice and receive feedback. Teachers look for appropriate consequences that are effective in changing the student's behavior, not just in the moment, but in the future as well.

Data collection on behavioral progress is required for evidence-based decision making. After collecting data on behaviors and how strategies are working, choices will be made about future interventions. If over time a strategy is not effective, it may be eliminated and replaced. If behavior improves, it can indicate that strategies are appropriate. Once data is organized, it can be shared with parents. All staff who work with a student who needs intensive behavior interventions will meet periodically; if necessary, the school psychologist, special education teacher, and school counselor would work on developing a Functional Behavior Assessment and a Behavior Intervention Plan. Objectives from the BIP can be used for IEP behavior objectives. If an IEP team agrees that a behavior-based assessment is warranted for a student with special needs, the IEP team will be required to complete a Functional Behavior Assessment (FBA). The FBA would be initiated when the behavior of a student with an IEP has been determined to be a manifestation of his/her disability. A signed assessment plan would be required.

PBIS Model Teachers will be trained to use:

Foundations:

- Settings – the physical layout of the classroom designed to be effective (and support kinesthetic engagement)
- Routines – predictable classroom routines taught and rehearsed
- Expectations – 3-5 classroom rules clearly posted, defined and explicitly taught
- Values – shared values collaboratively developed with student input and self-reflection

Prevention:

- Supervision – reminders, prompts, and active interaction between teacher and students
- Opportunity– high rates and varied opportunities for all students to respond
- Acknowledgement – using specific praise and positive reinforcements to let students know they are meeting classroom expectations
- Prompts and Pre-corrections – reminders, before a behavior is expected, clearly describing appropriate interactions

Response:

- Error Correct – brief, contingent, and specific statements when misbehavior occurs
- Other Strategies – other ways to preempt escalation, minimize inadvertent reward of the problem behavior, create a learning opportunity for emphasizing desired behavior, and maintain optimal instructional time.

Data Systems:

- Counting – how often or how many times a behavior occurs (frequency)
- Timing – how long a behavior lasts (duration)
- Sampling – estimation of how often a behavior occurs during and interval
- ABC Cards, Incident Reports, or Discipline Referrals – information about the events that occurred before, during, and after a behavior incident.
- The results of data collected inform classroom interventions and supports.

Students who are not affected by teacher and parent interventions will be recommended to the counselor for further research-based practices. These practices will be shared with the teacher and parent/guardian to garner positive support in and outside the classroom. Developing Individualized Education Plans: The written individualized education plan for each student will include measurable annual behavioral goals that may involve the evaluation of behavior through a Functional Behavior Analysis (FBA) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. PTAAN will ensure that the appropriate personnel will be trained in using the Web Based IEP system within the Infinite Campus Student Information System.

A Day in the Life at PTAA

Andres, First Grade

Andres, a first grader, arrives at Pioneer Technology and Arts Academy at 7:15 am in his uniform and sees the Principal shaking hands with other students. He steps up to the Principal who is looking at him with a bright smile and extending her arm for a handshake asking, "Are you ready to grow today, Andres?" to which he replies, "Yes!"

Andres has breakfast with his friends and classmates in the cafeteria. As the bell rings, Andres lines up with his grade and homeroom team rotations to recite the Pledge of Allegiance and hear short morning announcements before walking to his classroom. As he walks, Andres is nervous about how Ms. Friedlander, one of his teachers, will greet him because of the rough day he had yesterday. He was pleased to see his Ms. Friedlander standing in the doorway smiling and greeting his classmates. Her smile became wider when she saw Andres. Ms. Friedlander says "Good morning Andres, today is a new day. Are you ready to make it a good day?" Andres nods his head and walks into the classroom. He tucks in his shirt, walks to his hook, takes off his bookbag, pulls out his lifework folder and places it in the appropriate bin. He hangs up his bookbag and proceeds to sit at his desk. As he sits down next to his classmate Raymond, he sees that Raymond's pencil is on his desk, and pushes it on the floor. Ms. Friedlander walks over to the desk and says "Andres, I noticed what you did to Raymond's pencil. We don't push pencils onto the floor; that is not showing respect. "How could you do that again, showing respect this time?" Andres stands up, says "excuse me" to Raymond and hands him his pencil. Before Ms. Friedlander could get the request out, Andres apologizes to Raymond. Ms. Friedlander bends down so she is eye level with Andres and pulls out the folder hanging on the back of the chair that has his behavioral chart with each subject of the day on it. She leans close to him so that his classmates cannot hear their conversation and says "I know you will be successful today; I appreciate your apologizing to Raymond. You can now start your day on the right foot. Remember, starting today, you can earn your very favorite Dragonball Z stickers on this chart when you act respectfully throughout the day. At the end of the day we will give the report to your Grandma when she comes to pick you up. I will keep it right here on my clipboard and looking out for your good behavior." Andres says "okay."

As Read-Aloud begins. Ms. Friedlander checks to see if every one of the students is sitting with focus as she flips the chart paper and pulls out the book, *What Do You Do with a Tail Like this?* By Robert Page. Andres and his classmates are seated with their hands folded and focused on the teacher. Ms. Friedlander begins to read the book and stops intermittently to model making predictions. She then turns to the students and asks them to guess what will happen next by turning and talking to their shoulder partner.

After Read Aloud, it is time for literacy stations. This is Andres's least favorite part of the day because he doesn't think is a very good reader. Ms. Friedlander scans the room and makes eye contact with Andres; he quickly realizes he is slouching and sits up. She says on the count of three, we transition to our stations. "1, 2, 3!" Andres transitions to Guided Reading at the guided reading station. Before Ms. Friedlander begins the lesson, she pulls out his chart and gives him a sticker for his behavior during the read aloud along with a thumbs up. Andres is excited about earning his sticker. He pulls out his seat at the kidney table and waits for the guided reading lesson to begin. He is nervous because he knows the teacher will choose him to answer a question. She makes sure everyone participates. He looks around the room and sees the other students at their centers, Reading Mastery and Vocabulary. Ms. Friedlander begins the guided reading lesson and every student has their eyes are on the screens and are following along. Andres becomes disengaged, begins fidgeting and poking his neighbor. Ms. Friedlander notices and says quietly, "Andres, hands to yourself. You aren't showing respect" as she simultaneously turns around to the behavior chart to change his square from green to yellow. She then has Andres takes two deep breaths and continues with the lesson. Andres is still on yellow but earns positive praise for improvement from Ms. Friedlander before moving to the next station. One of Andres's classmates Ezra is selected to choose how the class will transition to the next station -he chooses the dinosaur transition. Ms. Friedlander says, "Thank you Ezra! Like dinosaurs, get ready, GO!" All the students begin to walk in their lines to the next station, like dinosaurs, roaring and clawing at the air.

During Reading Mastery, Andres noticed the Principal walk into the classroom as he was practicing short vowel sounds for the letter "u". She smiles at Andres, and he keeps focusing on Reading Mastery. At the end of his last station, Ms. Friedlander looks at the behavioral chart and changes the two students who are at yellow back to green. She comments on how each student was able to get back on track by working hard. It's now bathroom break and snack time. The boys line up to go to the bathroom first. This is the time that is most difficult for Andres because he likes to run through the hallways. Andres is informed by Ms. Friedlander that he will be the line leader because he has displayed great leadership by being able to get back on track during literacy stations. Andres knows he must be a good example. He leads the line quietly into the hallway. He notices Mr. Simkins, the Assistant principal walking down the hallway. Mr. Simkins smiles at Andres and asks to see Ms. Friedlander's clipboard. Andres knows that he is checking his sticker chart. Ms. Friedlander says, "Andres had a little difficulty during our reading time, so he did not earn a sticker, but he was able to get back on track and is on green right now." Mr. Simkins looks at Andres and says, "I am glad you were able to get back on track, that shows you are growing. I am excited to see how many stickers you can earn by the end of the day." Andres gives him a head nod and walks to the bathroom. He can hear Mr. Simkins say, "Perfect line, PTAA" from behind them.

After the morning restroom and snack break, Andres has Mandarin, lunch, and recess. He is able to check in with Mr. Simkins during recess, sharing he earned his sticker during Mandarin. After recess, Andres is excited for math. Andres loves math he knows he will be able to earn the stickers he needs to have a good day.

During math, Ms. Friedlander announces that she is crowning Bobby the Calendar Math Magician for showing grit and working through their challenging Singapore Math story problem from yesterday. Ms. Friedlander points at Bobby and says, "Way to go, Bobby!" The class responds by pointing at Bobby and saying, "Way to go, Bobby." Bobby puts on the magic math cape and hat and leads his classmates through the date, days of the week chant, the months, the seasons, and the weather. Ms. Friedlander now stands in front of the class and leads them through the day's story problem. As students transition back to their desks, Andres is excited and runs to his spot instead of

walking. Ms. Friedlander asks Andres to practice walking from the carpet and has him try it again. Andres walks to his spot, and sits down with his crayons, pencils, manipulatives, and story problem. After math, Andres has Art, Science, snack, and Coding with his own tablet to use. He loves working on building apps during coding. He was excited to earn six stickers today and knows that Mr. Simkins and his Grandma will be proud of him.

At the end of Coding, Andres checks in with Ms. Friedlander, and they talk about how much he improved today. When she asks how he can improve for tomorrow, Andres shares that he has to be more focused during reading and not poking others. During dismissal, Ms. Friedlander shares Andres's progress with his grandmother. Ms. Friedlander then turns to Andres and states, "I would love to be able to highlight your progress this week during our community meeting on Friday-let's make tomorrow an even better day than today. You're on the right track." Andres nods, smiles, and squeezes his Grandma's hand before they begin the short walk home.

Special Education

(1) Track Record: Please explain the extent to which one or more members of the founding school team (e.g., founding board, instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

Dr. Derrick Love, one of the founding instructional leaders, has over 18 years of working with students with disabilities, including those with mild, moderate, and severe disabilities. Dr. Love is a certified special education educator EC-12 grades. He has managed and supervised special education programs ranging from mild to severe disabilities for the past eight years while managing all aspects of the IDEA grant and responsibilities. During his tenure in this role, special education students increased in-state achievement scores by 12% and developed a new systematic process to ensure all students' equity and accessibility. Also, Dr. Love maintained compliance of federal laws and regulations governing special education services, oversee special education budget, medical billing, promote parent involvement, coordinate parent workshops; direct K-12 transition activities; establish student transition pre-employment training partnerships; coordinate Child Find and enrollment activities; facilitate solution-based dispute resolution process; coordinate with outside agencies to continue continuum of service and access to resources and coordinate professional development.

(2) Identification: How will the school identify students in need of additional supports or services?
(a) (Elementary Schools Only) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

PTAAN will follow the provisions of IDEA, ADA, and Title III to assure that all students with disabilities, 504, ELL, etc. are accorded a free, appropriate public education ("FAPE"). For special education, this includes related services. PTAAN will also ensure that no student otherwise eligible to enroll will be denied enrollment based on their special education status. We will ensure that students who enroll receive the services they are entitled to beginning on their first day of school. On our enrollment form, available in English and Spanish, families will be asked if their child previously received special education services. Based on information provided, we will utilize previous school records and the Clark County Department of Child Find to obtain the students' IEP. We will use the MTSS/ RTI model for all students until all documentation can be obtained. Rather than relying on the "wait to fail" model of identification, this approach seeks early identification and prevention (Gersten & Dimino, 2006; Heward, 2009). RTI is considered a welcome alternative to the traditional discrepancy approach because "teachers no longer would have to wait for students to fail

before the students could receive services” (Bradley, Danielson, & Doolittle, 2007, p. 8). Additionally, an assumption of the RTI approach is that the cause of academic problems for the majority of students may be poor or ineffective instruction. RTI is focused on progressively intensive instruction with careful progress monitoring (Davis Bianco, 2010; Haager, Klingner, & Vaughn, 2007; Turnbull, Turnbull, & Wehmeyer, 2010). Upon enrollment, every student will be monitored through the Response to Intervention (RTI) process to evaluate what level of support he or she needs, whether it is for academic or behavioral issues. Students' needs, behavior, and academic progress will be monitored, recorded and analyzed in order for them to receive specialized services. Students will be monitored to see if they meet 504 requirements. Referrals made based on student's needs, and eligibilities for 504 will be determined and evaluated from previous records upon enrollment. Monitoring of a student's response to the MTSS/ RTI process, documentation of current levels, ability and progress of intervention will be consistent. Students' parents/guardians will be contacted regularly during the process and notified of the school's recommendation to refer students for special education testing. Once consent is received from parents to allow testing, special education staff will begin the full individual evaluation to review and determine if a student qualifies for special education services. Special education staff will take great care to review all previous education records, observe student behavior, and conduct testing throughout the process. Students who receive special education services will be provided additional support in class, either through inclusion support in social studies and science, or resource classes for English and math. To prevent under, over, and late identification or misidentification, PTAA Nevada will provide MTSS/RTI for struggling students, and LSSPs will use a dual discrepancy consistency model to evaluate each student.

Students will be given appropriate accommodations and modifications to ensure success in the classroom, and goals will be monitored yearly for achieving their academic IEP goals with care given to their need for earning credits toward high school graduation. Parents who suspect their child may have a disability should contact the Superintendent. Based on the area of concern, the child will be referred to the Licensed Specialist in School Psychology (LSSP) or Speech Language Pathologist (SLP) and/ or other related services staff under contract to the school. The parent will be given literature regarding the types of assessments proposed and written consent shall be obtained before the assessment process is initiated. If assessments are conducted, results will be reviewed by an ARD committee, to include the parents, teachers, a campus administrator, and evaluation staff. If the student is eligible for services, PTAAAN will strive to provide the services that allow the student to achieve his/her highest potential.

(Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

Overview of the Process for Special Education Identification and Support: A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. PTAAAN students who newly enroll in grades 6-8 during its first year will be identified using the strategies outlined above. As the school adds a high school, similar protocols will be used.

Transition services include developing plans with appropriate, measurable goals, based on age-appropriate transition assessments. Any area addressed is based on the student's needs, considering the student's strengths, preferences, and interests. During the school year that a student will enter Middle School, the student's teacher and parent will begin planning for the student's transition to Middle School. The IEP team will outline and address each student's individual needs, i.e. student needs support when transitioning from one class to another or priority seating is required, etc. Communication/Professional Development pertaining to the difference in structure of the school day between Elementary and Middle School staff will be provided.

Prior to the school year that a student will enter High School, the student's teacher and parent will begin planning for the student's transition to High School; again, The IEP team will outline and address each student's individual needs, when transitioning from one class to another pertaining to difference in structure of the school day between Middle and High School staff will be provided. Transition planning for students with disabilities age 16 and above will be designed to provide exploratory activities including developing a sense of self-awareness and self-determination. Activities involve identifying interests, strengths, and preferences by using interest inventories, transition-planning profiles, and interviews to begin the process of student-centered transition planning. When a student turns 16, his/her IEP team will include within his/her IEP courses of study that focus on improving academic and functional achievement from school to post-school activities.

(b) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

Over-identification of students as having a disability that qualifies them for special education services often results from several factors: a failure to maximize intervention prior to the referral, use of tests/processes that are biased against or not designed to be used with certain groups of children, lack of understanding of what qualifies as a learning disability, failure to investigate performance across tests, failure to understand what constitutes a discrepancy, and an inability to use data to establish educational need. PTAAN's robust data collection, analysis, and integration along with our culture of respect and caring for each student's well-being mitigates the potential for over-identification. Should we discover through data and investigation that a student has been incorrectly identified as needing special education services, PTAAN will work to support students who require transition out of special education services. A team comprised of the Superintendent, Principal, Special Education Coordinator, and the parent of the child will convene to create a specified data collection plan gathered through our MTSS/RTI process framework. After data has been collected and analyzed, the team will evaluate the student based on the evidence gathered to support the decision that the student either does not qualify for services or no longer needs them. If a student is determined to no longer need or qualify for services, the student will shift to a transitional cycle of six weeks and be monitored by the special education teacher to ensure their continued success without the additional supports the IEP provided.

(3) Continuum of Services: How will the operator provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. In serving students with severe intellectual, learning, and/or emotional disabilities, PTAAN will use the following strategies for the teaching of academics and functional life skills: Inclusion, collaboration with the parents to provide a home/school environment for learning, robust staff development to meet the needs of identified students, data-based instruction including self-directed learning, peer tutors, technology based instruction, and a plan to prepare these students for their future environments. The continuum of services offered by PTAAN will begin in regular education classes. All students will be given a universal progress monitoring assessment during scheduled benchmark testing windows followed by an analysis of the data. Each month, grade level teams will meet to discuss children scoring in the bottom 15% or another cut score as determined by the school. Students who score in the bottom 15%, students who are failing, and students exhibiting frequent absences will be discussed and an intervention plan will be developed. The grade level team will generate possible interventions that may help the student grow academically and/or behaviorally. In general education, enrichment, and intervention periods in both reading

and math will be scheduled daily schoolwide to provide instruction commensurate to each student's ability level for all students. before and after school tutoring clubs and blended learning programs will provide individualized instructional- level interventions, including double dosing. Double dosing involves the provision of additional time to acquire skills that were not achieved during regular classroom instruction. It gives students the opportunity to hear, see, and practice aspects of the lesson again, thereby allowing for increased academic learning time (Maxwell, 2006). Increasing instructional time has been found to be one of the most important correlates to academic learning. Double dosing offers this additional time and may be just enough to ensure skill acquisition. Vaughn and Linan-Thompson (2003) refer to this effective aspect of teaching as duration or intensity of intervention; some students need more intensive instruction or focused work on aspects of the lesson as compared to others. Students with severe intellectual disabilities will also benefit from combining inclusion and resource room time. In the general education classroom will allow the student to remain with typical peers and be exposed to grade level content: peer models, online blended learning programs, direct whole group instruction, and small group instruction. Students with severe emotional disabilities will also benefit from combining inclusion with resource room. A mentor will be assigned to the student and the student has a daily progress monitoring sheet, which will be sent home daily. The parent can help to bridge behavior at school to positive incentives at home. Depending on the students' needs, the mentor will check in with the student at least three times daily or more as needed. In addition, the school counselor and/or administration will help the family with locating appropriate community support

(4) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

At PTAAN, we believe a strong collaboration between classroom teachers and special education teachers is critical to students receiving a rigorous education and fulfilling their potential. The special education coordinator, under the direction of the Principal, will be primarily responsible for all tasks and duties related to PTAAN's special education program, and for collaborating with the general education teachers. Each year before school starts, the special education teacher will meet with grade level teachers before school begins to outline roles and responsibilities, applicable federal; and state laws, and answer questions. After school opens, the special education teachers will meet with grade level teams and provide teachers with the IEP's and 504 plans of students enrolled in their classes. During these meetings, each student's IEP or 504 plan will be reviewed with that student's teachers, and accommodations/modifications discussed. Compliance and data collection methods will be explained, and questions answered. The special education coordinator will review compliance with accommodations and modifications weekly and maintain data. The special education coordinator will act as a resource for general education teachers throughout the year for lesson planning, manipulatives, and specific issues that may arise.

(5) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools.

PTAAN's administrative team, led by Dr. Derrick Love, will recruit highly qualified special education teachers through multiple means. The administrative team will use job-recruiting websites such as Teachers-Teachers. PTAAN's administrators will attend and recruit teachers at local teacher fairs, as well as teacher fairs in several states. Teachers who are not licensed in NV will apply for teacher licensure here. The Nevada Department of Education will analyze that teacher's transcript, and the teacher will have three years to complete his or her coursework in special education to obtain licensure. All related service personnel, including speech and language therapists and school

psychologists are licensed in the State of NV or they must apply for a license before they are hired. In addition to using the school's operating budget, the school plans to utilize Title grant funding, where applicable, through hiring of instructional assistants and supplemental administrators.

(6) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities?

CMO will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All PTAAN staff who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds will be used to supplement the cost of providing additional professional development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

(7) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

PTAAN will provide Free, Appropriate public education (FAPE) to all students with disabilities. This includes students that PTAAN suspends or expels. Students with disabilities have certain legal protections when their disciplinary removal from school constitutes a change in placement. PTAAN will ensure that it makes the necessary adjustments to comply with the mandates of applicable state and federal laws, including the IDEA, regarding discipline of students with disabilities. Legal counsel will guide all decisions. Discipline procedures will include positive behavioral interventions. A school-wide positive behavioral system, PBIS, will be implemented by PTAAN to be proactive. The implementation of a safe environment with clear expectations for student behavior was a finding of three studies (Hagelskamp & DiStasi, 2008; RMC, 2003; Suffren & Wallace, 2010). Hagelskamp and DiStasi (2008) observed that administrators and teachers set high expectations for student behavior, enforced rules consistently, and promoted a school climate focused on learning. PTAAN's behavioral program will include universal Tier 1 school wide expectations and teacher trainings on positive behavior support systems. Tier 2 check-in and check-out mentoring programs and after school interventions to provide academic support. If suspensions occur for students with identified disabilities or suspected disabilities, within 10 days, the IEP team and school psychologist will conduct a Manifest Determination meeting to review data for an appropriate interim alternative educational setting so that the student's services are continued. Before determining the appropriate interim alternative educational setting, PTAAN will consult with special education staff, counselor, and the Principal to determine the available appropriate settings and locations. PTAAN will be responsible for all costs associated with alternative placements. PTAAN's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter PTAAN's sponsor, SPCSA, may invoke dispute resolution provisions set out in the charter application or charter contract, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the Sponsor determines that such action is legally necessary to ensure compliance with applicable federal and state special education laws and regulations. If a parent or guardian of a student attending PTAAN initiates due process proceedings, both PTAAN and SPCSA will be named as respondents. Whenever possible, the Sponsor and PTAAN will work together to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, PTAAN will be responsible for retaining its own

representation and for the cost of any such representation. Regardless of whether PTAAN retains such legal representation, PTAAN will fulfill any due process procedural requirements under IDEA and hold the responsibility of conducting and defending its positions during litigation. The Sponsor (SPCSA), as the LEA, will hold final decision-making authority in all aspects of the due process proceedings. Because PTAAN will manage and is fiscally responsible for its students' special education instruction and services, PTAAN will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely PTAAN failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs). The Sponsor will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded By a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulation.

(8) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

Dr. Derrick Love, Principal at PTAAN, has 18 years of experience in special education and will oversee the monitoring and evaluation process. Progress monitoring procedures will be established for each goal in the IEP of each student in special education. Progress Monitoring procedures will guide how data will be collected to make instructional decisions about the progress of the student and establish a decision-making plan for examining the data collected. Data collection is imperative to objective decision-making. PTAAN will collect objective numerical data are frequently, graph, analyze, and then use that to make instructional decisions. Baselines will be established using the measurement of the student's performance that is expected by the end of the goal period. The methods used to collect student data include: Student products, Direct observations protocols (rubric, point sheet, etc.) behavior observation checklists, progress monitoring probes (e.g., reading, math), unit or chapter test scores. The same measurement using equivalent materials or procedures will be used throughout the monitoring process. The teacher or para-educator trained by and under the direction of the teacher will be responsible for collecting student data. Data from formative assessments will measure progress on the academic skill or functional behavior specified in the annual goal, and can also be used to inform instructional decision making. Regularly and systematically collecting and monitoring student data will allow the IEP team to evaluate the appropriateness of the student's IEP. It will also give the team time, when the student is not making progress, to adjust the student's educational program so that student might still achieve the annual goals. These adjustments might include using different instructional methods, providing different services and supports, or reconsidering the student's IEP PTAAN's monitoring plan measures the behavior outlined in the goal, uses an equivalent measure each time, requires regular and frequent data collection, takes only a short amount of time from instruction, and allows for analysis of performance over time. The results of data collection and analysis will be reported to parents periodically and as needed. . Instructional decisions will be tracked and monitored at PTAAN using technology databases that are user-friendly. PTAAN will follow the provisions of IDEA and ADA to assure that all students with disabilities are provided services pursuant to FAPE. For special education this includes related services. Related services include speech and language services, counseling, occupational therapy, and/or any other related service as determined by the IEP team. In order to provide a Free and Appropriate Public Education (FAPE), PTAAN will follow all federal

and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). PTAAN will comply with the applicable requirements of Section 504, the Americans with Disabilities Act (ADA) and all U.S. Department of Education Office of Civil Rights (“OCR”) mandates for students enrolled in PTAAN.

(9) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities?

Building parent rapport at the beginning of the school year sets the stage for open communication and continued involvement. We believe the close, collaborative relationship between the parents of children with disabilities begins before the first day of school. PTAAN holds several open houses and Meet the Teacher events both virtual and in-person, at the school and other locations, during the day, early evening, and on the weekends to ensure parents have many chances to meet and get to know their child’s teachers. On request, a home visit can be scheduled. During these first meetings, in the parents’ home language, all facets of the services and programs and activities are discussed, and literature is handed out. This gives teachers the opportunity to listen to the parent’s knowledge and perspective of their child and to establish the partnership necessary for the child’s success. This first meeting also is the first step in developing a communication system—a system that will encompass daily, weekly, and quarterly parent contacts is the heart of a strong connection. This system will foster communication between the parent and teacher and bridges the gap between home and school. A positive communication system will allow the parent and teacher to know levels of performance at school and at home to effect a seamless transition between them. Parents of disabled children additionally receive weekly reports on their child’s progress and are notified by the special education coordinator if any formal meeting is scheduled. Throughout the year, PTAA holds many festivals, fairs, family nights, and other multi-cultural celebrations to which all parents are invited and in which all students participate. These events bring together the community of families whose children attend PTAAN. Our diverse, inclusive culture is manifest and promotes understanding and respect for each unique individual.

(10) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

PTAAN is not proposing to operate a distance learning or virtual school so this is not applicable.

(11) Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.

PTAAN expects to enroll approximately 70 special education students. Based on a Year 1 enrollment of 594 students, we anticipate having approximately 12% of the student population qualify for special education services based on the population of surrounding schools. Clarke County School District data show 12% of students qualify for Special Education services.

A Day in the Life

Ezra, a first-grade student with a physical disability

Ezra, a first grader, arrives at PTAA Royce City on a handicapped accessible school bus; as outlined in his Section 504 Plan, he receives door-to-door transportation. As soon as he is off the bus, he uses the wheelchair accessible ramp to join the welcome line. Ezra likes that there are ramps around the building, especially the one that leads to the recess yard because it is his favorite part of the day. As he approaches the schoolhouse door, he can see the Principal shaking hands with other students.

When Ezra reaches the Principal, she looks at him with a bright smile, extends her arm for a handshake and asks, "Are you ready to grow today, Ezra?" to which he replies, "Yes, I am." Ezra then enters the school through the main entry door and proceeds to his cafeteria where he has breakfast with his friends and classmates, says the Pledge of Allegiance, hears the morning announcements, then goes to his classroom. Ms. Friedlander, his teacher greets him warmly at the door. PTAA is in full compliance ADA regulations and has a fully accessible building for Ezra.

Ezra excels academically and has a 504 plan (in accordance with Section 504 of the Americans with Disabilities Act) designed to ensure that he gets the physical accommodations he needs to fully participate in the educational program at PTAA. The plan was developed by the Assistant Principal and the Principal. When Ezra enters his classroom, the space between the groups of tables has been meticulously measured so that he can travel around the room independently and access all materials needed. He proceeds to the back of the classroom, takes out his Lifework folder, places it in its appropriate bin and places his bookbag on his hook. He then transitions to his table that has been adjusted in height for him so that he can sit comfortably and work on his assignments independently.

Ms. Friedlander announces that students should begin to put their items away. He sits with his hands folded on his desk, so he can show his teachers he is ready. She scans the room as the class transitions to the rug sits in front of a board with the morning message from the teachers. Ezra proceeds to his rug spot, on the outside row of the rug, chosen so that he has an unobstructed view of the teachers and board and can easily access his spot. Ms. Friedlander has the pointing stick and reads the message slowly to the class, and the class transitions into Read Aloud.

Ms. Friedlander now checks to see if every one of the students is sitting with focus as she flips the chart paper and pulls out the book *What Do You Do with a Tail like This?* by Robin Page. After Ezra and his classmates are seated with their hands folded and focused on the teacher, Ms. Friedlander begins to read the book and stops intermittently to model making predictions. She then turns to the students and asks them to guess what will happen next by turning and talking to their shoulder partner. During partner sharing on the carpet, Ezra's classmates know to stand and speak at eye level with Ezra as a show of their respect. Ezra is able to participate fully in the lesson and be a part of PTAA's school culture.

Twenty minutes have passed, and Ms. Friedlander closes the book. It's time for literacy stations. Ms. Friedlander scans the room, makes eye contact with Ezra and gives him a thumbs up, and Ezra knows that it is his turn to transition to the first station. She says on the count of three, "1, 2, 3!" Students transition to one of three stations around the room. Ms. Friedlander has pulled a chair away to make room for Ezra's wheelchair at the Guided Reading station. At the end of the first station, Ezra is selected to choose how the class will transition to the next station -he chooses the dinosaur transition. Ms. Friedlander says "Thank you, Ezra! Like dinosaurs, get ready, GO!" All the students begin to move in their lines to the next station, roaring like dinosaurs and clawing at the air.

Ezra completes two more literacy stations before bathroom break and snack time. The boys line up to go to the bathroom first. Ezra goes to a common bathroom with the rest of his peers that complies with building codes and is wheelchair accessible. He transitions back to the classroom and eats his snack at his desk. Following snack, Ezra has Mandarin, lunch, and recess. The class lines up to transition to the recess yard and Ms. Friedlander leads the way. Ezra uses the ramp to access the yard and begins to play. He and his friends are continuing a game of tag that they started yesterday. After recess, Ezra and his classmates proceed back to their classroom for Math. Ms. Friedlander announces that she is crowning Bobby the Calendar Math Magician for showing grit and working

through challenging Singapore Math problems yesterday. Students then have their math lesson, and Ezra gets a shout out for clearly showing the strategy he chose.

Next Ezra and his classmates transition to art and science, followed by their afternoon break and snack. During snack time today, they listen to a song from "The Learning Station" to engage children in a productive movement break. Ezra stretches his upper body and dances along to the music with the rest of his class.

After cleaning up, it is now time for the coding block. When Ms. Friedlander gives directions, students transition to their station for the day. Ezra chooses the Authors and Illustrator's corner so that he can begin working on his treasure map. The space has a desk for Ezra with the chair removed, and he can easily access his workspace and tablet.

At dismissal, Ms. Friedlander approaches Ezra to congratulate him on his hard work today and positive behavior. She asks him how he believes his day has gone and asks him about his favorite and least favorite parts. Ezra said he felt like he had an "excellent day" and may want to be a writer when he grows up. Ms. Friedlander replies, "that sounds like an amazing idea." Ezra follows his class outside for dismissal and is picked up by his school bus that will take him to his dad's house.

English Language Learners

(1) Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification?

PTAAN will administer a "home language survey" to all parents upon student enrollment to identify which language is primarily spoken in a student's household. PTAAN will work with the English Language Learner data management system to obtain records of students who were testing in the previous school year with the WIDA screener or WIDA ACCESS assessments. Students who do not have previous records are administered the WIDA ACCESS screener for English proficiency and may qualify for ELL services. English proficiency will take place in the first 30 days of school. The WIDA ACCESS screener for All students whose dominant language is not English, as identified either through this survey, through teacher observation, through MTSS screenings, or through information from another school district will receive regular assessments of reading, written, and spoken English proficiency. PTAAN will utilize the W-APT (WIDA-ACCESS Placement Test) for all potential ELL students. For students Classified as Non-English or Limited English Proficient who are coded as non-English or limited English proficient as a result of the initial assessment, the following steps will be completed within the mandated timelines: Classify students who are eligible for EL services as Non- English or Limited English proficient. For the students eligible for EL services: Prepare a Parent Notification Letter if a student qualifies for EL services. Once the parent receives the letter, they may choose to receive EL instructional services. If the parent or guardian refuses EL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Translators will be available. Parents or guardians may only waive EL instructional services – not testing. The school will document the parent conference and place a copy of the waiver in the cumulative student folder. The school will create a binder for each student classified as non-English, limited English proficient, or fully English proficient. The school will maintain the binder and will make it available to the teachers. Students will be evaluated with the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS). Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

(2) Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents?

For identified students, an ELL team, which includes the classroom teacher(s), an ELL Coordinator, the family, and the student, will develop the student's individual ELLP. The plan will describe the student's English proficiency, program placement levels, and individualized strategies available to the student. Parents will be given written notification by mail or email and given the opportunity to meet with the ELL teacher at an ELL team meeting. For parents who do not speak English themselves, PTAAN will have a translator present to explain why the student was placed on an ELLP and what the plan includes. PTAAN will implement an ELL program of instruction in meeting the needs of the EL population to be served. Teachers will be provided each student's language domain proficiency levels for instructional planning. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. PTAAN will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines. PTAAN will provide individual support in students' through an ELL program. This program will deliver grade level subject matter in a way that is accessible to all learners. This will be done by using strategies such as visual directions to provide structure, scaffolding, color-coding, visual images, and role-play. Two bilingual teacher will be hired the first year with additional teachers and assistants as needed. We will also ensure that ELL teachers will educate ELL students. ELL Coordinator will monitor progress of students through project based learning every three weeks.

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools.

PTAAN will hire at least two full-time, dedicated Licensed ELL teachers with TESL endorsement; one will serve as ELL Coordinator and will provide oversight, training, and assessments for staff to work with students who need ELL services and will administer the W-APT or WIDA , and will monitor the performance of ELL students. Additional licensed staff will be hired as needed.

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners?

Students with a need for ELL services will be placed in the regular classroom for most of the day. They may be pulled out to work one on one or in a small group on their English language skills on an occasional basis. It is a goal of PTAAN to be an inclusive environment. With full immersion in an English language program, ELL students will flourish, learning skills from their peers and teachers, while still having the support of an ELL specialist.

PTAAN will implement the following curricular plan to meet the needs of its ELL students:

- All teachers will know the classification levels of ELL students assigned to their classroom for instruction.
- Nevada's ELL Standards for listening, speaking, reading, and writing will be used as a guide to instruct students daily.
- Differentiated instruction and ability grouping will be used in an inclusive setting.
- Cooperative learning activities and instructional strategies embedded in Project Based Learning (PBL) programs will enhance instructional opportunities with ELL students.
- Progress will be monitored with the goal of one level progress per year through the

- process of attaining fluency.
- Reclassification will be based upon parent participation/opinions, two measurable indicators and a recommendation from the teacher based upon academic achievement (SBAC proficiency level, ACCESS scores, and a classroom achievement grade of a B or higher).

PTAAN's general curriculum program is based on the Project Based Learning (PBL) model that is ideally suited to the need of ELL students. Students work with teams to study and learn together, practice skills, and exchange roles as teachers and learners. These small groups provide a daily place for ELL students to interact with their peers, practice language, and work on academic tasks. And has been shown to have benefits for language learning.²⁷ Systematic, daily contact with native speakers provides the invaluable, authentic language practice that is necessary to truly acquire language. To successfully complete the assignment students must apply target language and course content knowledge and skills as well as cognitive and social skills in a holistic, integrated and authentic manner. In addition, there are a range of supports in place for ELL's. Curriculum support materials such as colorful vocabulary cards, puppets, and letter-blending cards and graphic organizers provide strong visuals to aid in retention of new vocabulary and concepts. Assessment measures help pinpoint problem areas in vocabulary, oral language production and comprehension so these skills can be addressed directly, depending on the needs of individual students. Videos and DVDs created exclusively for ELL students (but beneficial and enjoyable for all students) address important skills such as phonemic awareness, letter sounds, sound blending, vocabulary development, and specific reading strategies and skills (reading with fluency, making predictions, and monitoring for meaning and others). English language learners benefit from increased exposure to a print-rich environment will include access to books and reference materials, labels and posters, and student work on bulletin boards. Word walls also support for ELLs, and may be organized around a number of concepts, including the alphabet and phonetic sounds, new vocabulary words, sight words, grammar rules, conversational phrases, and writing structures.

(5) Monitoring: *What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed?*

PTAAN will comply with all required aspects of monitoring, assessing, and ensuring growth of students in the area of language acquisition. The goal will be to create a learning environment where all English Language Learners achieve the same challenging grade level standards as native-English speaking students. PTAAN offers a small school environment, individualized learning, differentiated instruction, ability grouping, and the MTSS process, all of which support the needs of English Language Learners. The ELL Coordinator will monitor the progress of ELL students on a regular basis using data to track their progress. In addition, ELL students will be reassessed every year to determine whether the pupil's proficiency in English is fluent and whether they are able to succeed in courses of study that are taught only in English. PTAAN will monitor all reclassified students for a minimum of two years after they have met language proficiency. ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they can succeed in courses of study that are taught only in English. The student must be given the test Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) every year until the student exits the ELL

²⁷ CHUGOKUGAKUEN Journal ▶ vol. 13 (2014) *Exemplifying the Language and Content Learning, Cognitive and Social Benefits of Project-Based Language Learning Through a Mini-Research Project* Moritoshi Paul.

program. Parents or guardians of LEP children do not have the option of withdrawing their student from participating in the ACCESS for ELLs. PTAAN may reclassify an ELL student only if the School administers the ACCESS for ELLs to assess the pupil's proficiency to comprehend, speak, read, and write English. Afterward, the pupil will obtain a score on the examination that is equal to or greater than a score for a person who is fluent in speaking, reading, and writing English, as established by the publisher of the examination. PTAAN will monitor any students reclassified as English proficient who have not yet met exit criteria. PTAAN will ensure that reclassified students are appropriately placed in general education classes and the School will monitor a student reclassified as fluent-English proficient, but who has not yet met exit criteria, for up to four years. The purpose of this monitoring is to ensure that the students maintain success in any academic class and are no longer in need of language acquisition assistance. The monitoring from PTAAN will include periodic contact with the student's teacher(s) to ascertain student progress. The School will also review the student's report card annually to review the student's attendance, academic and citizenship grades. To be considered academically successful, a student should have no grades below a "C" in English, reading, math, science, or social studies. The ELL monitoring process information will be included in any RtI interventions that are determined by the PTAA Nevada. Specific consideration for language proficiency will be taken into consideration in planning specific interventions for the student. If evidence indicates the student is not successful in English-only classes and needs further language acquisition assistance, PTAAN will administer the initial assessment test to ascertain the student's current English proficiency. A meeting will be held with the student's parents or guardians and the student will be considered for reinstatement into the ELL program, into an academic remediation program, or the student will remain in English-only classes. PTAAN will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, PTAAN and the appropriate teachers will seek out other services for the student in order to address any academic deficiencies. Prior to making any changes, the Principal or designee will meet with the parents or guardians to discuss the recommended changes.

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs?

Parents of students attending PTAAN will begin the year with understanding the ELL services provided at the school. Parents of ELLs will be invited to attend, school-wide events. Access to programs and activities in the parents' primary language will be provided when necessary. Additionally, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating. The ELL Coordinator will notify parents via phone, letter, or email when a formal meeting should be held to discuss their child's ELL progress. Parents of ELL students will receive monthly calls from their general education teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow parents to get to know their child's teacher and to ask questions or share their perspective on various matters. If the teacher is not fluent in the home language of the parent, a translator will be provided by PTAAN to ensure that this necessary communication takes place.

(7) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to ELLs. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

PTAAN is not proposing a distance learning or virtual school model so this is not applicable.

(8) *Please approximate how many students would qualify for these services. Please provide the rationale used in this approximation.*

Based on the percentage of ELL enrollment in surrounding area schools, PTAAN expects to enroll approximately 200 students. 34%, in in the first year.

Homeless/Migrant Services

(1) *Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification?*

The McKinney-Vento Education for Homeless Children and Youth program, as amended by Every Student Succeeds Act (ESSA), defines eligibility as children or youth who lack a fixed, regular or adequate nighttime residence. PTAAN staff review multiple sources to identify/determine students who meet the criteria for homelessness under the Title 1 Hope / McKinney-Vento Act.

Identification: At Enrollment the enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, staff gathers information about housing using a questionnaire developed in accordance Title 1 Hope or NV state recommendations. After enrollment, teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. During the daily Advisory period and in the classrooms, teachers observe changes in student behavior moods, or appearance and will refer these students to the academic advisor to gather additional information utilizing the above mentioned to determine whether they meet the homeless eligibility under McKinney-Vento. Possible accommodations for this group will consider the physical, emotional and academics needs of the students. Assistance for physical needs may include free or reduced food programs, waiving student fees, providing uniforms, and social/emotional support. Students in this at-risk category will be carefully evaluated through the employment of the MTSS model with appropriate tier placement as needed.

(2) *Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe?*

The Counselor at PTAAN will serve as the case manager and advocate for students meeting the eligibility requirement under McKinney-Vento. The Counselor will work with administration, , parents, community resource providers and other stakeholders to ensure students educational needs are met. Staff will utilize the same process to flag IEP/504 students to flag McKinney-Vento students within the student information system and Infinite Campus.

(3) *For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students who qualify for homeless and/or migrant services. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

PTAAN is not proposing a distance learning or virtual school model so this is not applicable.

SCHOOL STRUCTURE: CULTURE

(1) *Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.*

PTAAN will establish a deliberate culture based on our core cultural values:

- **Rigor:** We set high expectations for all members of our community, including students, teachers and administrators
- **Relevance:** Our curriculum is highly engaging and meaningful to students
- **Relationships:** All students are known by the adults in the building and receive personal attention and support in a safe, respectful environment

(2) *Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.*

Rigor

Academic rigor is central to our instructional model. In addition to our daily instructional practices which are designed to enforce high standards, we have school wide practices that emphasize our commitment to academic achievement. These include:

- **Dress Code:** One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world. Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.
 - Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).
 - Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8.
- **Academic Recommendation/Awards:** Another way we create rigor in our culture is to recognize student achievement. Students receive academic recognition at the end of the school year from each course/teacher (Exceptional Boy and Girl and Most Improved Boy and Girl). We also have an A and B Honor Roll and awards for Perfect Attendance and Most Creative/Artistic in addition to extracurricular and athletic awards.

Relevance

The value of relevance is clear in our curriculum. Every day, teachers make connections between academic lessons and real-world problems. In addition, we have school wide rituals and routines that help reinforce that what students learn in the classroom has practical application outside of the classroom. One example of is our K-6 Invention Convention. Students participate in a competition using critical thinking, problem solving and creativity to develop an invention following the Design Process. Students present their inventions at a Family Invention Convention Night and all inventions are displayed. This is similar to a Science Fair but is specific to inventions. Inventions are judged by a panel that includes teachers and visiting STEM Field Business Partners (including Software Developers, Engineers, Entrepreneurs). Awards are given at each grade level for: Bright Idea Award, Proficient Planning Award, and Creative Inventor Award.

Relationships

At PTAA, every student is well known by the adults in the building. Part of the way we create a culture of connection and relationships is through a daily advisory program that we call Innovation Leadership Program (ILP). Every student at every grade level has an ILP advisory period. This is a time for a small group of students and a teacher to learn about one another, discuss topics of

interest or concern to the community, and build social-emotional skills. The curriculum includes character development, problem solving and decision-making skills and a focus on community service and citizenship. Teachers participate in professional development during our summer In Service and develop lesson plans and projects that will be covered during ILP. ILP will draw from the "Growth Mindset" and The ACSD.org Whole Child Approach Initiative. Professional Development programs that PTAA teachers have completed in the past to support this work include Love and Logic, Restorative Practice, Relationships Matter and AVID.

During the first week of school, students work with teachers to learn important procedures that are used at PTAA. This instruction is delivered in a fun, firm, and consistent way that enhances learning opportunities and allows each class and the entire school to run smoothly. As collaboration and teamwork are high demand skills throughout life, PTAA students also participate in a healthy dose of team-building activities during the beginning of school as well as throughout the year. Students entering mid-year are assigned a buddy who guides them through the culture.

The philosophy PTAA Nevada is that students are young adults in the making who will learn civil, polite, and respectful conduct by the example of their teachers and other adults. Consequently, students will be treated with respect and courtesy by PTAAN staff and will be expected to treat not only all adults on campus with such respect, but one another as well. The PBIS model is based on expectations that students are: Respectful, Responsible, Safe, and Ready to Learn. PBIS means that teachers, counselors, administrators, and support staff are going to take responsibility to explicitly *teach* positive behavior expectations to students. Tracking charts are used to monitor behavior and consequences are used in conjunction with PBIS to teach the cause and effect and to track behavior of our students and the success of the system.

(3) Please describe how you will evaluate school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture.

PTAA Nevada believes A school's culture is much like a personal relationship. It takes constant maintenance to make it lasting, vibrant, and meaningful. A positive school culture and climate is one in which individuals feel valued, cared for and respected. Such an atmosphere contributes to effective teaching and learning and to genuine communication, both within and outside the school. Virtually all researchers and the National School Climate Council (2007) agree that four major factors shape school climate: safety, relationships, teaching and learning, and the institutional environment. PTAAN will conduct the following to evaluate school culture: focus groups; observations; interviews; town hall discussions; study circles; participatory action research; and student, staff, and family surveys. Parent, Students and Staff Satisfaction surveys will be conducted by third party entities once each semester. The disaggregated results of successes and challenges will be shared with the Board, and all stakeholders to set goals and timelines for improvement. Our goal is to have 85% of each group express satisfaction with our culture.

(4) Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods.

PTAA Nevada recognizes that each child is special and learns differently. Our goal is to treat children as individuals with focus on developing excellent reading and critical thinking skills -and expanding creativity. With a projected enrollment of 95% FRL students, PTAA Nevada will use strategies that proved successful at its Title I campuses in Texas. Social Emotional Learning (SEL) framework has been found to be an effective system of supports for all students social and

emotional needs: Social and emotional learning (SEL) involves a coordinated set of evidence-based programs and practices for enhancing social-emotional-cognitive development, positive behavior and interpersonal relationships, and academic performance (Durlak, Domitrovich, Weissberg, & Gullotta, 2015; Jones & Bouffard, 2012; National Commission on Social, Emotional, & Academic proximal goals of SEL are to establish safe and supportive learning environments and to foster social and emotional competencies (SECs) including the abilities to understand and manage emotions, set and achieve positive goals, feel and show caring and concern for others, establish and maintain positive relationships, and make responsible decisions (Weissberg, Durlak, Domitrovich, & Gullotta, 2015). SEL programming that is well-designed and well-implemented can help all students and adults acquire and apply the knowledge, skills, and attitudes to deal effectively with daily tasks and challenges and achieve success in school, work, and life (Domitrovich, Durlak, Staley, & Weissberg, 2017; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). PTAAN settings involved in nurturing and sustaining SECs including classrooms, homes, and the community. Relationship- centered learning environments support SEL and several interpersonal processes and practices have been identified to effectively promote SECs across these settings (e.g., CA- SEL, 2020b; Durlak et al., 2010): (a) trusting relationships among students, staff, parents, and community members;(b) a caring, culturally responsive community where students are known, respected, and feel safe to learn; (c) adult encouragement, support and effective modeling of equity, fairness, and respect for diversity of race, culture, ethnicity, social class, religion, gender, sexual orientation, ability, and other factors; (d) consistency in expectations and practices to promote engaged learning and reduce conduct problems and anxiety; (e) adults fostering student motivation by connecting new learning material to students' lives, back- ground, and what they already know; (f) opportunities for students to engage in challenging, active learning and to practice skills; (g) regular occasions for students to have a voice in developing rules and norms, choices about their classwork, and opportunities for leadership; (h) opportunities for students to express their ideas and feelings in an atmosphere that encourages their active participation and is respectful of their individuality; and (i) restorative, rather than punitive/exclusionary, practices that recognize misconduct reflects developmental needs that present opportunities for learning and for skills to be developed.

With the use of daily advisory, a caring staff that shares the mission and values of PTAAN and the multi-tiered learning layout, students will be given ample encouragement and safety nets to continue to be successful in their educational environment. Students will be recognized for their successes and will be noted during quarterly award ceremonies. Student academics, attendance, and discipline will be recorded in the student information system as well as Infinite Campus allowing for parents/guardians to reinforce positive behaviors and provide corrective feedback to their student, thus assisting students in remaining on track. PTAA Texas schools have high populations of students with social and emotional needs. PTAA staff work as a team to support students daily as needed. Knowing each student's name and caring about them as individuals, teaches and staff are able to see subtle changes and intercede early. Daily Advisory, tutoring, interactions during lunch and before and after school yield ample opportunities to see potential issues as they develop. Weekly grade level team meeting discussions allow many differing perspectives on a single students to emerge and inform decisions.

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1) Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior.

At PTAA Nevada, we believe that habits of behavior play a significant part in forming habits of mind. Students at PTAAN strive to make the most of their educational opportunities. No less than their

parents and the faculty, our students appreciate the overall environment that they help maintain for the good of the entire school community. It does not take long for our students to recognize the benefits of mutual encouragement, respect, courtesy, and helpfulness. As many students and parents will gratefully attest, PTAAN is an exceptionally good place to be. Nevertheless, our students are young and human, and they will make mistakes in speech or behavior—they are still learning how appropriately to comport themselves. Many such behavioral mistakes, while requiring correction, need not be punished. Sometimes, however, their mistakes can be disruptive to other students and to our teachers. Therefore, for the sake of orderly and productive community life, it is necessary to discuss school expectations and sanctions so that students and families can have a blueprint for conduct which contributes to a wholesome academic environment and to each student's self-esteem and success.

The philosophy of PTAAN is that students are young adults in the making who will learn civil, polite, and respectful conduct by the example of their teachers and other adults. Consequently, students will be treated with respect and courtesy by the PTAAN staff and will be expected to treat not only all adults on campus with such respect, but one another as well. Several very obvious signs of such respect are a student's willingness to refrain from talking in class when others have the floor; a respect for the property of the school and of other students; a willingness to refrain from sarcastic or critical comments towards others; and a willingness to ask (and give) forgiveness when someone has been wronged. In conjunction with parents, PTAAN has the goal of developing not only habits of good scholarship and critical inquiry, but the character traits of courtesy, promptness, forgiveness, self-control, responsibility, diligence, courage, generosity, and magnanimity. Good behavior is expected of all students. PBIS system of rewards tracks student behavior and provides rewards as incentives. Consequences, while not part of PBIS, are used to teach cause and effect and to track student behavior and program success.

PTAAN will name a Restorative Justice Coordinator in Year One who will oversee the development of the program in the first year with teacher training. Restorative circles will be used to build community and engage students. These will take place in Advisory periods, in classes, and hallways to generate conversations on shared values. Teacher will receive training before school starts on creative ways to incorporate these conversations. Students will be trained to promote and facilitate circles. That empowers them to create a safe and respectful space to talk through instead of fighting through differences.

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless PTAAN and the student's parents agree otherwise

PTAAN students will be educated, both verbally and via written documentation, about the overall school discipline procedures and policies at the beginning of the academic year. Additionally, students will be educated, both verbally and via written documentation, about discipline procedures and policies, which are specific to each of their teachers and/or classes at the beginning of the academic year. PTAAN will post all discipline procedures and policies in writing throughout the school campus, and PTAAN teachers will post, in writing, all discipline procedures and policies, which are specific to their class in their classroom. PTAAN students will be required to follow the overall school discipline procedures and policies, as well as those established by their classroom teachers. Classroom teachers will be required to follow the overall school discipline procedures while simultaneously developing and maintaining a well-defined discipline system in their

individual classrooms. Other staff members and visitors will be required to support the overall school discipline procedures. Parents and/or legal guardians of PTAA Nevada students will receive, in writing, in English and Spanish, the school's overall discipline procedures and policies at the beginning of the academic year (as well as throughout the academic year should any changes or updates be made). In addition, all PTAA teachers will provide their students' parents and/or legal guardians a written document which describes any discipline procedures or policies that are specific to their classes at the beginning of the academic year. Family support of the school-wide discipline policy and the procedures in individual classrooms will create a consistent message to all students. Thus, all parents and/or legal guardians of PTAA Nevada students will be required to sign and return a document, at the beginning of the academic year, which indicates that they have read and, clearly, understand all of the PTAA discipline procedures and policies, including the overall school procedures and policies as well as any discipline procedures or policies that are specific to their child's teachers and/or classes. If the parents and/or legal guardians of a PTAA student do not feel that they clearly understand any of the discipline procedures or policies, then it is incumbent upon those parents and/or legal guardians to seek clarification from the appropriate staff member; be it the Principal or a specific teacher. Classroom teachers and staff should be supported in their efforts to discipline students. If language is a barrier to understanding, translators will be secured to facilitate communication. All students and parents at PTAA will receive a Student and Parent Handbook, to be created upon charter approval. The handbook, and all written materials, will be published in English and Spanish. The Student and Parent Handbook will include the Code of Conduct and Discipline Policy.

(2) (Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.)

PTAA shall have authority to suspend a student for not more than five school days and will follow in doing so. The administrator imposing a suspension will discuss a proposed out-of-school suspension with the superintendent before or, if such discussion is not practicable, immediately after an out-of-school suspension is imposed. All suspensions will be lawful in pursuant of NRS 388A.495. Appeals Process. In accordance with NRS 388A.49589, parents of any pupil, under the age of 18, who faces suspension or expulsion must be notified of the pending consequences, given an explanation inclusive of evidence, and reserve the right to a hearing with the Superintendent. When a student is recommended for expulsion a hearing officer designated by the Governing Board will hold an expulsion hearing. The parents and student will be given written notice of the hearing time and date and requested to attend. The hearing officer will review all statements of facts and hear the evidence both for and against the student and make an expulsion determination. Parents and students are also informed of the full policy and procedures each year when receiving the Parent/Student Handbook. If the parents of the child do not agree with the hearing officers' determination, they may appeal to the Governing Board. Again, meeting notice will be given in writing and in advance. The Governing Board will conduct the meeting in executive session unless the parent's request for the meeting to be public. After hearing and reviewing all evidence, the Board will vote to either accept or reject the hearing officer's recommendation for expulsion. If the Board rejects the recommendation for expulsion, they will levy an alternative course of action. All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws. A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Directors for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present education setting, unless PTAA and the student's parents agree otherwise.

(3) Describe the process for completing a plan of action based on restorative justice prior to engaging in suspension and/or expulsion proceedings as required under Assembly Bill 168 (2019).

The Restorative Approach uses both proactive and responsive practices to build strong relationships, a respectful climate and culture, personal accountability, engagement, empathy, and honest communication. Restorative practices can be used as a targeted approach or as a tiered, whole-school approach. Using a targeted approach, restorative intervention practices are reserved for select students who have violated school rules. Only students involved in conflict or those who violate rules or who have been harmed have access to the restorative practices. In the targeted approach, not all students receive the benefits of the restorative process, which can aid students in building positive relationships and trust among peers and teachers. In a tiered, whole-school approach, all students benefit from the restorative philosophy and receive supports that help to prevent harm, resolve conflict and restore positive relationships. PTAA Nevada will use the whole school restorative approach aids teachers and staff in building a better understanding of their students and fostering a classroom and school environment that is safe, supportive, and nurturing. Weekly community circles will be facilitated by teachers, Problem Solving Circles, a form of community circles that provides a safe place for addressing difficult issues/conflicts either between teachers and students, among students and/or among staff that promote understanding, resolving conflict, and processing difficult events are often part of daily Advisory.. Restorative script is provided for the circle facilitator; it helps to process harm done and may help with healing and moving forward. Resolution Circles are used for in-class, when harm is done to another student, offered in place of detentions or repair after a suspension or incident. These Include a trained facilitator with a guided script, any person directly harmed by the student's actions, and other students affected by the harm done. Agreements include how to say, "I'm sorry" and signed agreements. Restorative Circles, used to respond to challenging behavior will come into play If a student exhibits behavior harmful to another others, the Counselor/Restorative Justice Coordinator will facilitate a Resolution Circle to address the issue. PTAA Nevada will appoint a Restorative Justice Coordinator in Year one to facilitate implementation of the program.

(4) Who will be responsible for implementing the school's discipline policy?
The Principal is responsible for implementing the school's discipline policy.

(5) Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture?

Disciplinary data reports will be generated by the Principal who will provide these to the SPCSA as necessary. The Principal will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be shared with all staff to look for trends and develop proactive procedures to ensure a risk-free, respectful environment is established and all are treated with dignity. The Principal will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented.

(6) Describe the school's proposed parent grievance policy.

PTAAN expects that all staff and parent concerns can be handled at the level of the school, with the appropriate individual, and as needed, with the Superintendent. Generally, the Board will direct parent complaints to the superintendent. Exceptions to this would be if the matter involved a legal,

ethical, or safety concern. The Board would also hear any formal complaints in accordance with our written Complaint Policy found in our Student and Family Handbook, updated, published, and provided annually free of charge to families during Parent Orientation or upon student enrollment, in the family's home language. Families have the legal right to bring complaint and the Board is bound to act within the law in accordance with the written policy. Any individual or group may bring complaints and/or objections to Board policies or decision, administrative procedures, or school practices. If there are allegations of discrimination on the basis of disability related to identification, evaluation, or educational placement of a person, because of handicap needs or is believed to need special instruction or related services, pursuant to Section 504 of the Rehabilitation Act of 1973, parents will be directed to the Board of Directors. If any student or staff member believes the organization has discriminated against or harassed him or her due to race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in the school's programs, services and activities, s/he may file a complaint with the Superintendent. If any complaint made involves the Superintendent, the complaint may be filed with the Board Chair. The Superintendent or Board Chair will communicate with the individual(s) who filed a grievance. They will work to investigate the grievance and secure all documentation including interviews and statements related to the grievance. Further, the Board Chair and/Superintendent will propose a resolution with the intent to stop the harassment or discrimination. PTAAAN does not tolerate discrimination and or harassment of any kind and will provide due process to alleged victims. Complaints should be submitted in writing to the Board at least one week prior to the next Board meeting. (No official documents are necessary for filing a complaint/objection but must be done so in writing either through the mail service, delivery to the school in a sealed envelope, or email.) Submitted complaints will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address each matter to the satisfaction of the individual or group presenting the complaint. The Board, as necessary, may direct the Superintendent or other responsible party(ies) to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate or required.

(7) Discuss any required dress code or uniform policy.

Dress Code: One of the ways that PTAA emphasizes our culture of rigor is to set expectations about student appearance that is line with the expectations of the professional world.

Monday is formal dress day which includes white oxford shirts, blue blazer with PTAA embroidered patch, black/watch plaid (navy/hunter green/black traditional plaid) ties (long tie for boys and necktie for girls), Khaki pants (boys and girls), dark dress shoes. Girls may wear a black/watch plaid skirt or jumper or a khaki skirt. A V-neck Sweater or sweater Vest may be substituted for the blazer.

Tuesday-Thursday: khaki or navy pants, skirts or shorts (at knee), PTAA polo shirt (white or navy blue).

Friday: Students may wear PTAA spirit t-shirts in assorted colors and Jeans. The uniform protocol is the same for K-8

The community in which we intend to locate is challenged by financial hardships and therefore will work to provide a vendor who will have scholarships for families in need. If any additional challenges arise in student/family ability to remain in compliance with the school dress code, we will do our best to support families.

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1) As Attachment 3, provide the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model.

PTAAN's academic calendar (Please see Attachment3) will provide 180 instructional days. It is also designed to meet the needs of our students and teachers. We use the following guiding principles when setting our annual calendar

- Significant time for professional development during the school year and in the summer
- Scheduled orientation opportunities for new students at the beginning of the school year.
- Time for exhibitions of student work and parent teacher conferences

(2) Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

Generally, the elementary schedule is built around large blocks of time that allow teachers to use of a variety of instructional modes to address a single subject. The schedule for K-2 always includes daily literacy instruction as well as center time that can be used to address math, science, and social studies standards. Early elementary students also have daily PE and specials in arts and foreign language. The schedule for grades 3 through 8 is organized around 45-minute periods and give students daily exposure to the core academic subjects as well as PE, art, and engineering/technology. In general, the day starts with an optional breakfast period at 7:15. Classes begin at 8:00am and conclude at 3:30, with tutoring, clubs and activities offered after school. *See Attached Student Class Schedule and Teacher Schedule.*

(3) PTAAN will devote the following minutes of instruction to the following grade levels:

21,600 minutes for Kindergarten, 43,200 minutes for grades 1-2, 54,000 minutes for grades 3-6 and 59,400 for grades 7-12.

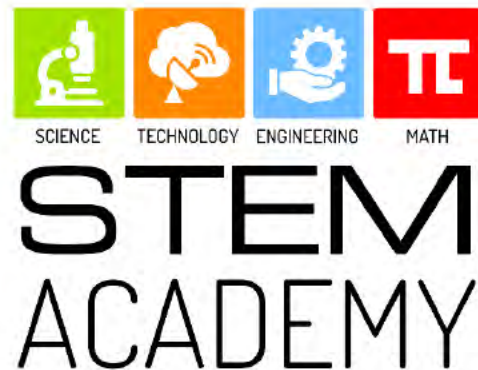
(4) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

PTAAN's goal for student attendance is to maintain an average daily attendance rate of 95% or higher. Attendance will be collected daily through the SIS by the classroom teacher. Teachers will track and take attendance of students. PTAAN will have grade level team meetings weekly during which student attendance will be reviewed. The grade level team will work with the Counselor to provide support to students with significant absences-an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course. Parents/guardians of these students will be informed of student attendance daily. To reduce truancy and chronic absenteeism a grade level team member will be responsible for providing details of chronic absenteeism and truancy to leadership and notifying parents/ guardians.



PTAA/Nevada

Operations Plan



4. Operations Plan

BOARD GOVERNANCE

(1) Describe the primary roles of the governing board and how it will interact with the superintendent/Campus Head and any advisory bodies. Explain how the board will evaluate the success of the school and school leader; and how the board will ensure that there will be active and effective representation of key stakeholders, including parents.

The board has three primary roles

- a) Fiscal responsibility of the school
- b) Academic **performance and operational oversight** of the school
- c) Hiring of Principal(superintendent) and delegation of duties to Principal

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the Superintendent. Board regularly works with superintendent and request superintendent be available at all board meeting to continue a seamless interaction with school leader.

The Board will conduct an annual evaluation of the school superintendent. The superintendent will have an at-will employment agreement that will include an evaluation that is linked to school performance expectations. The superintendent's evaluation will also consider performance in the areas of finance, school culture, staff supervision, legal and state compliance, and ability to communicate with the Board and the public about the school and its successes and challenges. The Board will determine an annual formal evaluation process that will, at a minimum, collecting input from all board members as well as key stakeholders including staff, parents and community leaders. Two stakeholders surveys a year will be conducted to ensure their voices are heard and implemented. The superintendent will also conduct a self -assessment. The final evaluation will be in writing, and adequate, objective documentation for all conclusions will be provided. Admin. Evaluation is attached as Appendix D.

Failing to meet the minimum standards for performance and outcomes will trigger board action that will seek to remedy the situation by providing training and support for improvement. If the situation does not improve, the Board will go through a progressive discipline process that can result in the termination of the at-will employment agreement.

(2) Summarize the qualifications and experience of proposed members of the governing body of the school. Please identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. Additionally, please submit the requested board information in the provided Board Member Template (provide as Attachment 4). Please note that all statutory roles on the Committee to Form must be filled as a condition of application. At least 75% of additional board members for SY 2020-21 must be identified by the capacity interview to ensure a thorough evaluation of the capacity of the founding board. NAC 388A.130(4):

A proposed sponsor may not accept an application from a committee to form a charter school whose membership includes:

- (a) A potential contractor of the proposed charter school;
- (b) A potential lessor of a facility that the proposed charter school may lease;
- (c) A representative of an educational management organization with which the proposed charter school may contract;

- (d) A person related by blood or marriage to a person described in paragraph (a), (b) or (c); or
 - (e) Two or more persons who are related by blood or marriage to each other.
- PTAA currently has 5 board members. 3 are Nevada residents. Making it majority Nevada resident board. *Org Chart is attached* listing all board members.

Brent Parrott: Retired board member with experience in founding successful STEM school. Multiple year of experience in Fortune 500 companies, Technology Business Ventures and STEM teacher and volunteer.

Rudy Pamintuan: Longtime Las Vegas resident providing services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as a community advisor to the CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES. She also represents the people of the city of Mesquite Nevada as a councilwoman.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has established PTECH schools and STEM school in several states.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. She is a effective Coordinator and Leader for Administrative Issues, skilled to develop and implement plans for success. Ms Houston is accommodating and versatile with the skillset to capture students' imagination and promote success. She has aptitude to remain flexible to ensure all learning styles and abilities are addressed . She has successful interpersonal and communication skills to foster meaningful relationships with students, staff and parents

Katie Krackhardt: Ms Krackhardt is a Nevada certified teacher with an extensive education background in Nevada. Currently works for Teach For America. Currently hire, manage and develop 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching. She also design and execute a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points. She also serve as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers.

Parent Board Member: Elected from Parent Body in year 1

(3) Provide, as Attachment 5, a completed, signed, and notarized Board Member Information Sheet for each proposed Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular proposed charter school.

Attached

(4) *If the current Committee to Form does not include the full founding board, explain how and when the additional board members will be identified.*

1 or 2 parent board member will be identified during the first year of school.

(5) *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 6, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.*

Attached.

(6) *Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

None.

(7) *Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time?*

1 or 2 parent board member will be identified during the first year of school.

Industry partners from PTECH programs will be added within 3 year

Partnership college representatives will be added within 3 years

(8) *Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.*

New board members will receive an extensive orientation and training. Orientation will include the PTAA model, introduction to school leadership and best practices in charter school governance. Once seated, board members will receive periodic training within 12 month on following topics:

1. governance,
2. fundraising,
3. charter school finance,
4. the Open Meeting Laws,
5. general laws applicable to charter schools.
6. Nevada laws specific to governance of charter schools

Such training will be provided as needed throughout the year to ensure a knowledgeable, competent Board. The training will be conducted by experts with deep content knowledge, relying on best practices from the field. We anticipate that these experts will be identified through the SPCSA and through peer schools and that there will be little to no cost associated with inviting these experts to share their knowledge with the Board. However, there is an allowance for travel and registration in the budget that would also the Board to work with paid trainers on a periodic basis as needed. PTAA also welcomes collaboration from the district to enhance the knowledge and effectiveness of the board. In addition, on-going training and on-boarding training for new members or when the composition of the Board changes will be provided. Expenses of on-going board training are listed under Licensing Fee in the Financial Plan.

(9) *Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.*

The Board will work with Superintendent for academic, operations and financial needs. Boards typically requests this data and evaluations every quarter. The Board can request data more frequently from the superintendent, charter management organization and other staff members to stay informed and implement any changes.

The accountability for this data management moves in a hierarchical structure through two layers.: Superintendent works directly work with CMO head, financial, operation and academic committees to :

- Assess student achievement data
- Assess calendar maps
- Monitor and ensure assessment occurs
- Request and assess monthly and quarterly financial data
- Assess daily, semester and annual operational procedures
- Report assessment data to the Board of Directors and the public

The Board of Directors

- Monitor results of assessments
- Ensures compliance with the school's Accountability Plan and Improvement Plan
- Ensures policy and staff adjustments as needed through head of the school
- Approves the school budget
- Evaluates the EMO/CMO

(10) *Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.*

PTAA NEVADA Advisory Board	
Dr. William Maley	Board Member of Liechtenstein Institute at Princeton University, Director of School of UNSW Australia, 20 years Foreign Exchange student program
Nancy Albright	Ms. Albright has 25 years of experience in Education as Superintendent. She will assist the main board in curriculum selection and classroom methodologies.
<u>Dr. Hossein Zamanian, EdD</u>	Dr. Zamanian is a CPA who will assist the main board with financial questions. Mr. Zamanian also has his Doctorate in Education.
<u>Mr. Joseph Hoffer, JD</u>	Mr. Hoffer and his law firm are General Counsel to PTAA. His firm provides legal services several highest performing charter schools around the United States.
<u>Iana Wilcox</u>	Managing Director at Opportunity 180. Opportunity 180 work with the community to ensure more kids can access a great school in their neighborhood that puts them on track to be college and career ready.

<u>Todd Noel</u>	Todd is a senior executive vice president with Colliers, He specialize in educational properties. Areas of expertise include corporate advisory, tenant representation, investments, sale/leasebacks, and leasing and build-to-suits. As the national director of Colliers International's Education Services Group, the leading advisory group dedicated to the education industry, he lead a national team of 25 education professionals who understand and represent the varied real estate needs of educational companies and occupiers of educational facilities across the country.
<u>Student Representative</u>	This leader will be picked from student population.
<u>Student Representative</u>	This leader will be picked from parent population.

The School Board can contact advisory board as required. The role of advisory board is to provide board assistance with the following:

- a) College Alliances
- b) Accounting advisor
- c) Legal Advisor
- d) Fund Raising

The above advisory board and future seats are strategically designed to meet the planned composition.

(11) Explain the process that the school will follow should a parent or student have an objection to governing board policy or decision, administrative procedure, or practice at the school.

Pioneer Technology & Arts Academy ("School") values the opinions of all its parents and employees. Parents and Employees have the right to express their views through appropriate informal and formal processes.

The Board encourages parents and employees to discuss their concerns and complaints through informal meetings with their Supervisor and/or Campus Superintendent. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board nor any School employee shall unlawfully retaliate against an employee or parent for bringing a concern or complaint.

The purpose of the grievance process is to resolve conflicts in an efficient and expeditious manner. All parents and employees are entitled to utilize the grievance process, but parent and employees involved in the process are expected to be courteous to one another and adhere to the Code of Ethics for parents and teachers promulgated by the Nevada Department of Education.

The Superintendent or designee may develop more detailed grievance procedures which will be approved by the Board. The Superintendent or designee shall ensure that the School's grievance procedures are distributed to all parents and employees. Any approved procedures shall provide that any grievance may ultimately be considered or heard by the School Board.

All complaints must be in writing and a Complaint Form must be used to formally initiate PTAA Nevada's conflict resolution process at any level. Also, thorough documentation is required as parties proceed collaboratively toward the resolution of the concern, complaint and/or

disagreement. Therefore, whenever a complaint is made directly to the Board as a whole, or to an individual Director of the Board, the complaint will in all circumstances be referred through the proper channels, as outlined in this policy. Similarly, the Principal shall not address a parent's concern, complaint and/or disagreement with a teacher/staff member until the parent has formally attempted to resolve the conflict with the teacher/staff member. The Board shall not address a parent's concern, complaint and/or disagreement with the Principal until the parent has formally attempted to resolve the conflict with the Principal.

If at any time an individual believes that any action taken by a teacher, staff member, the Principal or a Director of the Board is illegal, that person should immediately take his/her concern to the Board President. If at any time an individual believes that any action taken by the Board President is illegal, that person should immediately take his/her concern to the Principal.

(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. You may add rows as appropriate. What actions would trigger removal from the board and under what process?

Charter School Board requires a constant assessment of its annual goals based on the current needs of the school. PTAA Board Designates its annual goal based on the results of annual leadership assessment statements describing the characteristics and competencies of an effective board. We have *attached the annual board assessment*. Board strives for consensus on 3-5 areas for improvement based on the assessment results and sets annual measurable goals based on outcome.

Goal	Purpose	Outcome Measure
Smooth transition from a public system to the school stakeholders in a specific community.	To enhance effectiveness of communication and response to school stakeholders	Satisfaction surveys, and number of complaints filed
Matching school vision and mission statement to local needs.	To execute the mission and vision of the school with fidelity	Parent Satisfaction surveys
Academic Excellence Committee	To ensure school is making adequate progress toward achieving its goals as set forth in the charter	Quarterly academic progress reports from Principal
Formation of College and Careers Committee	To monitor the progress of the students toward achieving College and Career standards	Meeting dates and agendas
Formation of PTECH Committee	To facilitate and advise on the operation and progress of the PTECH model	Meeting dates and agendas

LEADERSHIP TEAM

(1) Describe the proposed organizational model; include the following information:

*(a) Organizational charts for year one **and** one for when the school is at full capacity*
Attached

(b) Job descriptions for each leadership role (provide as Attachment 7)
Attached

- (c) *Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/superintendents with strong track records of success with the target population be identified for any school which wishes to open in the 2021-22 school year.*

Attached

- (d) *Previous student achievement data for the individual primarily responsible for academic programming (provide as part of Attachment 9)*

Attached

(2) *Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:*

- (a) *School leadership, operations, and governance;*
- (b) *Curriculum, instruction, and assessment;*
- (c) *At-risk students and students with special needs;*
- (d) *Performance management; and*
- (e) *Parent and community engagement.*

Shubham Pandey has more than 20 years of experience in education, technology, construction, and business world. He holds Master of Computer Science – University of NSW, Australia 1999. He is a leader of several high performing charter schools in TEXAS and has passion for all students to be technology literate and successful in College. As an education entrepreneurial his experience includes PTECH and STEM classroom curriculum, school technology, assessment, College alliances and policy implementation. His finance background also allows him to implement effective administration, new business concepts, balanced budget and securing finances for school construction.

Dr Derrick Love has a degree in Special Education and has received his Principal certification in Nevada. He is currently working as a Principal at 100 Academy since February, 2020. He has extensive experience in working with at risk and special education populations, as well as parent and community engagement.

Paul King will serve as Financial Coordinator of the PTAA Nevada school. Paul King has worked as a Chief Financial Officer for several charter schools and currently works with 100 Academy North Las Vegas school in setting up their financial systems.

Sonya Gracy will serve a Human Resource Coordinator and Compliance Coordinator of the PTAA Nevada School. Sonya Gracy has worked in the capacity for several charter school across several states.

Jason Rochester will serve as Curriculum Director Coordinator of the PTAA Nevada School. Jason Rochester has worked for several school systems and state agencies building curriculum to meet the need of all tiers of students.

Johanna Stark has experience in Training, Development, & Mentoring of staff and teachers. She has effectively coordinated with schools to launch and sustain an effective STEM and PTECH startup programs.

(3) *Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).*

As part of its relationship with the PTAA sister schools, PTAA Nevada will have the Superintendent train the Principal. The Principal will receive regular formal coaching support from the CMO and Superintendent that oversees all PTAA school. Formal coaching sessions will occur at least once per month and will include:

- Observations of the Principal as he performs his daily duties
- Immediate feedback at the end of each observation
- Suggestions for corrections or adjustments in any aspect of job performance that warrants improvement
- Suggestions for resources, training, or studies that will provide relevant information or strategies that will improve the effectiveness of the Principal

The coaching relationship between the Superintendent, CMO employees and the Principal is intended to be supportive and never punitive. Therefore, the observations and feedback from coaching sessions will not be considered as part of the Principal's formal evaluation. As noted, the Board of Directors will hire, evaluate and, if necessary, terminate the Superintendent if the Principal training and coaching is not effective. A formal evaluation will be conducted by the Board at least annually.

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the superintendent. Superintendent will hire the Principal.

Key steps in hiring of the Principal will include:

- Establishment of an effective hiring committee that understands the specific leadership needs of the target population, school or district.
- Recruitment of candidates based on the criteria that best meet school and district goals.
- Identification of the strongest candidates and conducting an onsite performance assessment of finalists.
- Soliciting input from key stakeholders including faculty, parents and community members

(4) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.

The superintendent will work with the Principal and together they will be charged with recruiting and hiring all staff members. While the details of the hiring plan will be left to the superintendent and Principal, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods. The exact mix of teachers will be determined based on the available pool of candidates.

To recruit high quality teachers, the superintendent, Principal and other staff will attend recruitment fairs at colleges and universities in and out of state; will publish job descriptions on the school's website and other social media websites; will place announcements in local newspapers and national trade magazines; and will call on his or her own network of educators.

Before being offered positions, all teachers will be interviewed at least once by the superintendent and Principal, will be observed teaching either in person or via a video-taped recording of a lesson, and will submit to all required background and reference checks. PTAAN may also form hiring

committees for certain positions. Those committees may include board members, industry representatives and other stakeholders who will conduct additional interviews and make recommendations to the superintendent and Principal. However, the superintendent and Principal will be responsible for the final decision regarding hires. Although professional development is done by the CMO directly, the financial workbook has also allocated additional \$500/year per FTE for teacher professional development for licensed training courses or any other required courses.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. What role will other members of the leadership team play in providing instructional guidance and school culture guidance?

School culture can be defined as the extent to which the school leadership fosters and promotes shared beliefs and a sense of community and cooperation among staff. The Principal at PTAAN will develop the school culture by promoting cohesion among staff; developing an understanding of purpose among staff; and developing a shared vision of what the school could be like. The creation of an effective school culture requires input from the Board, Superintendent, classroom staff, parents, and students. However, school culture should be dynamic, not stagnant. The Principal will evaluate the culture on an on-going basis and make changes as necessary to meet the needs of the teachers and students.

Instructional leadership is key to creating and sustaining academic achievement. In this regard, the Principal will focus on the core responsibilities of the school which is teaching and learning. This will be accomplished by ensuring that the school's vision and goals are clearly communicated to all staff; regular classroom observations to confirm that the curriculum and instructional model are being adhered to, and providing necessary feedback as necessary; providing a conducive teaching and learning environment; and seeking regular feedback from classroom staff, parents and students.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EMO/CMO Organization Positions						
CMO CEO	1	1	1	1	1	1
Financial Officer	1	1	1	1	1	1
Human Resource	1	1	1	1	1	1
Information Technology Officer	1	1	1	1	1	1
Curriculum Officer	1	1	1	1	1	1
Student/Compliance System Officer	1	1	1	1	1	1
Professional Development Officer	1	1	1	1	1	1
PTECH and STEM coordinator	1	1	1	1	1	1
Total Back-Office FTEs	8	8	8	8	8	8
School Staff						

Campus Principal	1	1	1	1	1	1
Assistant Principals		1	1	1	1	1
Admin 4		1	1	1	1	1
Admin 5			1	1	1	1
Add'l School Position 3 [Office managers]	1	2	3	3	3	3
Classroom Teachers (Core Subjects)	20	30	31	35	35	35
Classroom Teachers (Specials)	3	6	10	10	10	10
Special Education Teachers	3	6	6	7	8	8
ELL/TESOL Teachers	3	5	6	7	7	7
Student Support Position 1 [e.g., Social Worker]	1	1	1	1	1	1
Student Support Position 2 [Counselors]	1	2	2	2	2	2
Specialized School Staff 1 [Engineering & Technology Teachers]	2	4	5	6	6	6
Specialized School Staff 2 [Mandarin and Spanish Teachers]	2	2	3	3	3	3
Teacher Aides and Assistants						
Nurse	1	1	1	1	1	1
Other (please specify)						
Other (please specify)						
Other (please specify)						
Total FTEs at School	38	62	72	79	80	80

HUMAN RESOURCES

(1) *Describe your strategy, plans, and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design.*

The Superintendent and Principal will be charged with recruiting and hiring all staff members. This process will begin with the development of a definition of the ideal candidate for PTAAN which is aligned with the school's vision and performance expectations. While the details of the hiring plan will be left to these individuals, we will be seeking teachers with different types of backgrounds, including veteran teachers who have significant experience in both direct teaching methods and project-based teaching, and new teachers who have recently completed their teacher training and are open to new kinds of teaching methods. The exact mix of teachers will be determined based on the available pool of candidates.

To recruit high quality teachers, the Superintendent, Principal and other staff will attend recruitment fairs at colleges and universities in and out of state, will publish job descriptions on the school's website and other social media websites, will place announcements in local newspapers and national trade magazines and will call on his or her own network of educators.

Before being offered positions, all teachers will be interviewed at least once by the Superintendent and Principal, will be observed teaching either in person or via a video-taped recording of a lesson, and will submit to all required background and reference checks. PTAAN may also form hiring committees for certain positions. Those committees may include board members, industry representatives and other stakeholders who will conduct additional interviews and make recommendations to the Superintendent.

The Superintendent and Principal will also ensure that any teacher hired will be in compliance with State rules regarding certification and licensure.

The anticipated number of positions for school year 1 is 33, which includes 27 grade level teachers, special education and ELL teachers and a guidance counselor [from the financial plan enrol staff & exp tab]. The hiring process will begin three months before the school opens and will be completed one month before the school opens. This will allow for staff training prior to the beginning of the school year.

(2) Describe your plan to recruit and hire teachers/staff who are representative of your student body.

PTAAN is committed to diversity in hiring of administrator, teachers and other staff. In reviewing literature regarding increasing ethnic/racial diversity of teaching applicants, the following strategies have been found successful:

- Developing partnerships with education departments of local colleges/universities. UNLV is an example of excellent racial diversity among its students: 27.3% are Hispanic/Latino, 15.5% are Asian and 7.8% are African American;
- Exploring the career sites of national organizations, such as the Hispanic Association of Colleges and Universities and the National Alliance of Black School Educators;
- Advertising in local/regional minority focused publications;
- Involving Board members, administrators, and teachers of diverse ethnicities/races in the recruitment planning process and involving them in the recruitment and selection team.

PTAAN will use take advantage of these suggestions and others to ensure diversity in hiring.

(3) List the proposed school's salary ranges and employment benefits for each employee, as well as any incentives or reward structures that may be part of the compensation system. Explain the school's strategy for retaining high-performing teachers.

Because recruiting and retaining talented employees is critical to our success, PTAA is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area.

Actual compensation for every position is determined by several factors, including job analysis and evaluation, the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. For the purposes of developing this budget, PTAA has used average salary assumptions. These assumptions are based on what we believe are realistic market rates and include the following:

- Teachers - \$37,500 - \$52,500
- Aides - \$28,000
- SPED Director - \$68,000
- Other positions ranged from \$35,000 for the office manager to \$110,000 for Principal.

Benefits include both required benefits and discretionary benefits. We have assumed the following:

- Health Plan Costs
- Dental Plan Costs
- Other Employee Benefit Costs -
- Nevada Retirement

- FICA and Medicare – Appropriate rates per year
- Unemployment
- Workers Compensation

(4) *Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” school.*

Kindergarten 1:22
 Students with severe disabilities 1:21
 Elementary 1:22
 Middle School 1:30

(5) *State the procedures - including the individual responsible for each step - for hiring and dismissing school personnel, including conducting criminal background checks.*

Hiring school personnel	Superintendent and Principal
Conducting criminal background checks	CMO
Dismissal of personnel	Superintendent and Principal

The process for hiring of school personnel has been discussed at length in the response to question 1 above.

Regarding the dismissal of personnel, the Principal or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The notice will be delivered by certified mail or in person. The notice will contain the reasons for dismissal and include information regarding the staff member’s right to conference with the Superintendent. The ultimate responsibility for dismissal lies with the superintendent.

CMO will be responsible for hiring and dismissing school personnel, including conducting criminal background checks.

(6) *Explain how teachers will be supported and developed. Describe the school’s performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 12, as well as any supporting protocols or documentation.*

Although Professional Development is done by the CMO directly, financial sheet has also allocated additional \$500/year per FTE for teachers’ professional development for licensed training courses or any other courses that staff request that is related directly to their position at the school. Teacher are supported through mentoring, training, and adequate resources. PTAA Nevada will use Nevada Teacher Appraisal System for teacher evaluation. *See attached for timeline and details.*

(7) *Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 13, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.*

As part of its relationship with the PTAA sister schools, the Principal will receive regular formal coaching support from the CMO and Superintendent that oversees all PTAA schools. Formal coaching sessions will occur at least once per month and will include:

- Observations of the Principal as he performs his daily duties
- Immediate feedback at the end of each observation
- Suggestions for corrections or adjustments in any aspect of job performance that warrants improvement
- Suggestions for resources, training, or studies that will provide relevant information or strategies that will improve the effectiveness of the Principal.

The coaching relationship between the Superintendent, CMO employees and the Principal is intended to be supportive and never punitive. Therefore, the observations and feedback from coaching sessions will not be considered as part of the Principal's formal evaluation. As noted, the Board of Directors will hire, evaluate and, if necessary, terminate the Superintendent if the Principal training and coaching is not effective. A formal evaluation will be conducted by the Board at least annually.

The Board of PTAAN delegates to the school superintendent day to day responsibility for operating the school. The Board is responsible for hiring, evaluating and, if necessary, replacing the superintendent. Superintendent will hire the Principal.

Superintendent will adhere to best practices in hiring. Key steps will include:

- Establish an effective hiring committee that understands the specific leadership needs of the target population, school or district.
- Recruit Principal candidates based on the criteria that best meet school and district goals.
- Identify the strongest candidates and conduct an onsite performance assessment of finalists.
- Solicit input from key stakeholders including faculty, parents and community members
- Plan for a smooth leadership transition

(8) Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

School Administrators are groomed internally and externally. Each campus has a support staff that can step in if a change in Key personnel is needed.

1. PTAA is always grooming new administrators for upcoming campuses within the currently open campuses. There are always key campus personnel available to step in if needed.
2. Administrators are also cross trained for SIS, HR and business management. This is done to help with succession planning in central office or as a need becomes apparent for more staff members for central office administration.
3. Campus Clerks are trained for SIS and Admission data and the Central Clerk is trained for Business management data.
4. Financial Planning, Student Planning, Counselling planning, Curriculum planning are also all done through CMO so if a key personnel is missing, the CMO can step in and the school can take appropriate time to hire the right person instead of making hasty decisions.
5. To protect the board from sudden loss of leadership, the Superintendent may have no fewer than two other executives familiar with Board and executive officer level issues and processes. An emergency leadership transition plan will be developed and include, but not be limited to, the following elements:
 - a. Presence of board members who have experience conducting an executive search. (Board Chair)

- b. A senior manager(s) or a source list of potential interim professionals to serve in a temporary, acting capacity.
- c. Up-to-date Job Description
- d. Key contact list to notify individuals of leadership change and communicate the plans for and status of transition which may include team leaders, key teachers, key parent leaders and community members.
- e. Procedures for conducting an effective search and selection process.
- f. An information system that enables the board chair to gain access to all critical information pertaining to the organization in the event of an emergency.
- g. An understanding of who should serve as the key spokesperson for the organization during this time.

Regarding longer term planning, it is important to accept that succession planning needs to be more than just-in-time job replacement. To assist in the identification and development of future school leaders, the Superintendent and Principal will create a leadership team composed of various staff members that have complementary skills and are dedicated to the mission and vision of the school. This team will meet on a monthly basis to identify academic area that needs improvement or develop strategies for improving student outcomes. Learning opportunities will be set up during their planning periods or during breaks. These opportunities would include topics such as how address disciplinary issues, effective staff management, curriculum development and board relations. Given the importance placed on instructional leadership, any future leader must have knowledge of instructional strategies, current research, and literature as well as the ability to apply data.

Since potential leaders learn by doing, the superintendent and Principal will groom these leaders to serve in their absence. Once a level of comfort is reached, these prospective leaders will “fill in” when the Superintendent or Principal is absent.

(9) Please explain the responsibilities of each of your school's administrative/leadership team members. Identify the staff member responsible for leading payroll, benefits, and employee relations and describe how key HR responsibilities will be managed.

Superintendent: The superintendent is the top executive ("CEO") in the school district. The superintendent implements the school board's vision by making day-to-day decisions about educational programs, spending, staff, and facilities. The superintendent will hire and manage the central staff and Campus Head .

Principal: The Principal is the face of the school. He leads teachers and staff, set goals and ensure students meet their learning objectives. Overseeing your school's day-to-day operations means handling disciplinary matters, managing a budget and hiring teachers and other personnel.

HR Director/Compliance Coordinator: The job of Human Resources Director is for the purpose/s of planning, implementing, directing and maintaining the school personnel services; serving as a resource, and maintaining staffing to ensure that personnel functions conform to school state and federal requirements. This function will be provided by the CMO.

Financial Officer: The job of Financial Officer is done for the purpose/s of managing business and financial services to ensure that the School derives maximum educational benefits from the expenditures of school funds; providing information and serving as a resource to others; achieving defined objectives by planning, evaluating, developing, implementing and maintaining services in

compliance with established guidelines; and serving as a member of the leadership team. This function will be provided by the CMO.

STEM and PTECH Coordinator: The STEM and PTECH Coordinator is responsible for developing, coordinating, and teaching STEM courses to K-12 grade students. Primary responsibilities include program instruction, curriculum development and revision, and materials management. The STEM and PTECH Coordinator also hires, supervises, and mentors contract instructors who teach in the program.

IT Director : The job of Director of Technology was established for the purpose/s of planning, organizing, directing, supervising and evaluating the acquisition and application of technology in support of all school activities; coordinating the development and implementation of the school's technology master plan; coordinating, organizing and supervising staff development, training and technical guidance in software, educational technology and use of systems; assisting in the development of the schools technology budget and pursuing alternative funding sources. This function will be provided by the CMO.

Curriculum and Professional Development Director: A curriculum director manages the curriculum for a school. As the curriculum director, your duties revolve around ensuring that the curriculum meets educational standards. You must also coordinate training for teachers. The purpose of curriculum training is to help teachers focus their instruction style on school mandated subject matter. This function will be provided by the CMO.

PD Officer: The professional development process is defined as providing those in school staff and leadership positions the opportunities, training and experience to expand their knowledge and improve their skills. This function will be provided by the CMO.

Sonya Gracy will be leading payroll, benefits, and employee relations.

(10) Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

The Superintendent and Principal are responsible for establishing and nurturing relationships that collectively can have an impact on the quality of an education program. Effective relationships are an important factor in creating an environment conducive to learning.

It is unlikely that a school leader or teacher will be performing poorly in all aspects of their work. However, there are characteristics that are symptomatic of unsatisfactory performance including poor classroom management; lack of planning and preparation; poor student progress; complaints from parents, students and fellow staff; and inability to respond to suggestions for change. There is often a variety of reasons for poor performance by an employee. It is important to discover and address those reasons, rather than taking a scattershot approach to staff discipline. First, school leaders will define clear standards of acceptable performance and ensure that these standards are communicated to all staff. If a staff member does not meet those standards, a meeting between the staff member and the Principal or Superintendent will take place to determine the root causes of the poor performance. In some cases, such inexperienced teachers, coaching and mentoring may provide the required support necessary to improve performance. The same is true for school leaders.

In other cases, there may be a lack of teacher knowledge in a specific subject. Many general education teachers lack adequate preparation for teaching reading or mathematics. Professional development opportunities may address this situation and improve performance. However, there are instances in which regardless of intervention methods, performance does not improve. If it is determined that dismissal is the best option, the Principal or Superintendent will provide the staff member with a written notice of the decision to cancel the teacher contract or end employment for non-teaching staff members. The Superintendent has the ultimate authority regarding dismissal of school staff. PTAA Nevada will use the Nevada Educator Performance Evaluation Framework (NEPF) *See Attachment 11.*

PTAAN believes that one of the best means of reducing leadership and teacher turnover is to focus on hiring practices. A detailed description of hiring practices was provided in response to questions 1 and 2. Once staff have been hired, a successful retention strategy must be developed. This would include regular teacher observation to address any issues before they become a problem. Additionally, weekly meetings between the Superintendent and Principal will allow for coaching and mentoring of the school leader. If a staff member does decide to leave voluntarily, exit interviews can be helpful in identification of issues of which the Principal or Superintendent may be unaware. This provides an opportunity to direct attention to the problem and resolve it.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

No

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of R 131. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

The community shall receive notice about the formation of the new charter school and of the enrollment lottery upon approval of the school charter application. All applicable dates and deadlines for the enrollment lottery of the initial year will be clearly communicated. Year 1 School's open enrollment period will be from December 1 to January 31^s. Public meetings, website

information, social media, posted notices, appropriate news press releases, and other methods approved by the Board of Directors and school admins will provide adequate time and opportunity for all interested parties to submit Intent to Enroll forms prior to the lottery.

In subsequent years, Parents of students wanting to attend PTAA Nevada may apply during the School's open enrollment period, which takes place from **January 1 to January 31st each year**, or as otherwise set by the administration. Enrollment forms will be available at campus offices and online through the School's website during the enrollment period.

In both cases, If fewer applications than spots available are received, students will be offered admission on a first-come, first-served basis. Parents will be notified by email and letter. Parents must accept or decline offers of enrollment within 14 days.

If PTAA Nevada receives more applications than it has spots available in any grade level, it will conduct a random lottery. Each applicant selected during the lottery (until all open seats are filled) will be offered admission. Once all enrollment spots have been filled by the lottery, the lottery will continue, and applicants will be placed on a waiting list in the order in which they are drawn.

The lottery process shall commence within one week after the end of the open enrollment period. All students for whom an Intent to Enroll was received prior to the end of the open enrollment period and are eligible for enrollment will be assigned a unique identification number and placed on a list (by number). The list will be sorted using computer-generated, randomized numbers. Enrollment vacancies will be filled by grade, beginning with the highest grade for which there is one or more vacancies, and will continue in descending order (grade five, grade four, grade three, and so forth) until all vacancies are filled for all grades. Following priority enrollment as noted above, enrollment invitations will be extended to students in order of their date of submission for intent to enroll. To ensure authenticity and integrity of the lottery process, no fewer than two Directors of the Board and the Principal will oversee the randomization of computer-generated date-stamped order assignments; the final sort will be printed and signed by all witnesses.

If a vacancy arises before the commencement of the next school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Families offered an enrollment seat will be sent a registration packet with instructions for registering. This notice will be sent **no later than April 1st**. Families must complete and return the registration packet by the published deadline in order to secure enrollment. If an enrollment offer is declined or if the enrollment registration packet is not completed by the established deadline, that child's seat will be offered to the next potential student on the waiting list.

Exceptions to Lottery Process: Federal guidelines permit PTAA to exempt from the lottery students who are already attending the School; siblings of students already admitted to or attending PTAA Nevada; and children of the School's founders, teachers, and staff, so long as the total number of those students does not exceed 20% of enrollment.

(b) *What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.*

1. 100% enrollment with a healthy waitlist.

2. School Head (Superintendent) and Office manager will monitor these target.
PTAA will strive to have 90% or higher re-enrollment, barring:
parents' movement connected to work or personal matter.
PTAA will try to open multiple campuses around Las Vegas area that allows access to other
PTAA campuses when parents move to different areas due to work or personal matter.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

PTAAN will only hire licensed special education and ELL teachers, as prescribed by Nevada. PTAAN will also ensure that special education teachers and aides understand federal special education laws including IDEA, Section 504 and FERPA through targeted training, if necessary. To determine which students may require ELL services, a home language survey will be conducted for all new enrollees of the school. Any student with a primary language other than English will take an English proficiency exam. Students in grades 2-12 receive a verbal and written exam, and students' grades K-1 receive only a verbal exam as required by the state of Nevada. Once parent consent is received, the student will be provided with ELL instruction. These students will be reassessed every two years for English proficiency.

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

Our ongoing recruitment efforts will be broad-based and aimed at notifying students and families who might not otherwise know about the school that this is a viable, attractive school option.

Ongoing outreach efforts will include:

- Community Meetings: The Board and faculty will conduct several community meetings at the school site once it has been secured to make area residents aware of this new school choice.
- Direct Mail: PTTA has already conducted direct mail campaign to more than 15,000 homes in the district. As we near opening, if we have not filled all available slots, we will, at our cost, mail enrollment information in both English and Spanish to every eligible student in the district, ensuring broad awareness and equal access to the school.
- Community Partnerships: PTAA will continue to work with our philanthropic and industry partners to increase awareness of the school.
- Social media: We have a robust social media presence, including a Facebook account and we will continue to promote the school through this and other social media channels.

The pre-opening year looks similar to above and will have:

- Multiple rounds of Direct Mailer
- Constant Social Media Campaigns.
- Several Open houses

(3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.

(a) *Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions)*

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-KK						
K	22	42	60	80	80	80
1	22	42	60	80	80	80
2	22	42	60	80	80	80
3	22	42	60	80	80	80
4	22	42	60	80	80	80
5	15	32	60	80	80	80
6	22	42	60	80	80	80
7	22	42	60	80	80	80
8	11	36	60	80	80	80
9		20	40	60	80	80
10		-	40	40	60	80
11		-	-	40	40	60
12		-	-	-	40	40
Total	180	380	620	860	940	980

(b) *Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)*

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K						
K	68	115	115	115	115	115
1	68	115	115	115	115	115
2	68	115	115	115	115	115
3	68	115	115	115	115	115
4	68	115	115	115	115	115
5	56	85	85	85	85	85
6	88	115	115	115	115	115
7	88	115	115	115	115	115
8	76	106	112	112	112	112
9		84	102	102	102	102
10		-	78	102	102	102
11		-	-	78	102	102
12		-	-	-	78	96
Total	648	1,080	1,182	1,284	1,386	1,404

(c) *Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)*

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
Pre-K						
K	72	120	120	120	120	120
1	72	120	120	120	120	120
2	72	120	120	120	120	120

3	72	120	120	120	120	120
4	72	120	120	120	120	120
5	72	120	120	120	120	120
6	84	120	120	120	120	120
7	84	120	120	120	120	120
8	84	120	120	120	120	120
9		84	120	120	120	120
10		-	84	120	120	120
11		-	-	84	120	120
12		-	-	-	84	120
Total	684	1164	1284	1404	1524	1560

(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

The enrollment for year one is based on the capacity of the planned facility to accommodate students in the grade levels specified and achieve the goals set forth in the charter application to increase the academic achievement of underserved student populations in the zip code and surrounding areas, and to close achievement gaps that exist in subpopulations in area schools. The growth plan is to scale up one year at a time to ensure the goals are being achieved. PTAA Texas schools have successfully opened multiple campuses with over 400 students and 3 grade levels in year one. These campuses achieved high levels of students' performance on state mandated tests in year one and subsequent years. The CMO has a track record of providing the necessary support to schools in Texas and will continue to do so in the PTAA school.

(5) As Attachment 13, please provide evidence of demand from prospective students and families within the community you intend to serve.
Attached.

INCUBATION YEAR DEVELOPMENT

(1) *Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 ("Incubation Year Planning Table").*

Attached

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

CMO will provide leadership training and development of the Principal during ght incubation year. This training will include SPCSA policies and procedures, Nevada Department of Education rules and regulations for public schools, and roles and responsibilities of the Principal. The CMO was selected to provide this training as it has experience and an excellent track record of training school leadership in these areas.

(3) *Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.*

Shubham Pandey

Dr Derrick Love

Sonya Gracy

Paul King

They will be compensated from startup grant or other grants or the line of credit provided by the CMO.

SERVICES

(1) *Provide a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.*

(a) *Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.*

PTAA will open campuses around the high need neighborhoods.

(b) *Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.*

PTAAN will contract with CCSD for food services. . In addition, backup meals and sack lunches are always available at school for students who forget or cannot provide a lunch.

(c) *Facilities maintenance (including janitorial and landscape maintenance)*

The CMO has current contracts for facilities maintenance at its other schools. These services will be provided by the CMO through a contract with Entrust One Facilities Services.

(d) *School health and nursing services: Describe your plans for providing nursing services, including, how student required immunizations will be monitored.*

PTAAN has budgeted for 1 FTE First Aid Safety Assistance and school will contract with School RN- Verna Stringer to provide oversight and compliance;

PTAA- Nevada will hire a First Aid/Safety Assistant and Contract with Stringer Nursing Associates for oversight and compliance in meeting all state requirements. The FASA will attend a 5-week training to receive all credentials at estimated budgeted amount of 1500.00.

(e) *Purchasing processes*

See Attached Fiscal Policies.

PTAA will use Skyward software for all purchasing, invoicing, and checking needs. Current CMO leaders are currently providing services to 100 Academy school in Nevada where they have already setup this system

Purchasing Process: School will comply with the procurement standards set forth by State and Federal Regulations. The school will develop written procurement procedures and to conduct all procurement transactions in a manner to provide, to the maximum extent practical, open, and free competition. No employee, officer, or agent of the charter school may participate in the selection, award, or administration of any contract.

PTAA Nevada recognizes that proper internal controls are essential for carrying out all fiscal duties. To that end, financial transactions for the purchase and payment of goods and services are initially planned during the budgeting process, then requested and approved through a requisition system, next ordered with an approved vendor, then received and documented appropriately, next invoiced from the vendor which is matched to the request and receiving documentation, then entered into the accounting software for payment, and finally the payment is issued and mailed to the vendor. This example of multiple levels of internal controls illustrates the care and proactive thought that goes into safeguarding all financial transactions that PTAAAN carries out. Spending limits are initially set in the budgeting process and then monitored through the accounting software regularly. Separation of duties will require at least two individuals to “sign” (anticipated to be done electronically) approval for a transaction, whether that be a purchase, a general journal entry or the issuing of a check, just to name a few. Spending thresholds will also be used when appropriate so that additional safeguards are put in place for significant transactions. Any cash and checks received must be safeguarded at all times, documented when received, counted by at least two individuals and signed for, deposited within 1 business day, and ultimately reconciled to the PTAA Nevada bank statement.

(f) *Safety and security (include any plans for onsite security personnel)*

These services will be provided by the CMO through their existing contracts.

PTAA Nevada will utilize the National Preparedness Goal, Five Preparedness Missions model to create an effective Safety plan. Five preparedness missions are:

- **Prevention.** Prevent, avoid or stop an imminent, threatened or actual act of terrorism.
- **Protection.** Protect our citizens, residents, visitors and assets against the greatest threats and hazards in a manner that allows our interests, aspirations and way of life to thrive.
- **Mitigation.** Reduce the loss of life and property by lessening the impact of future disasters.
- **Response.** Respond quickly to save lives, protect property and the environment, and meet basic human needs in the aftermath of a catastrophic incident.
- **Recovery.** Recover through a focus on the timely restoration, strengthening and revitalization of infrastructure, housing, and a sustainable economy, as well as the health, social, cultural, historic and environmental fabric of communities affected by a catastrophic incident.

See attached PTAA Nevada Safety-Prevention protocol-the first step in the plan.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

- Each Campus will have a dedicated 1-2GB fiber optic line.
- Each Campus will be connected with multiple switches spread out proportionately to deliver required bandwidth to all servers and work stations.
- Each classroom will be connected with multiple LAN connections for teacher and student computers
- STEM and engineering room will be have enough LAN ports for 1:1 dedicated ethernet connections
- AP points will be used for wire less connectivity. AP's will also provide dual support for school announcements.
- Dedicated RAID domain controls, file and print servers devices will be located at school with proper backup.
- PTAA will use k12 SecureSchool appliance /Firewall for all CIPA compliance and to protect school, staff and students.
- IT director will be responsible to train and implement technology policies, procedure, device management and end user support.

See attached IT Policies for further details.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

Both Dr Love and Mr Pandey have been working with Infinite Campus system since February 2020. CMO leaders are currently providing services to 100 Academy school in Nevada where they have current contracts for SIS Maintenance.

(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

We will also comply with the Family Educational Rights and Privacy Act by ensuring that all student records are kept private and that no personally identifiable student information is disclosed to any unauthorized parties. We will also give parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. Before any student records are released to any third party, we will obtain a signed and dated written consent from the student's parent or guardian. That consent will specify the education records, or the personally identifiable information contained in those records, that may

be disclosed, the purposes of the disclosure, and the party or class of parties to whom the disclosure may be made.

All records are stored in individual Cumulative folders and are store in locked fire cabinets to protect PII information.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Attached.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

PTAA Ideal location includes a preexisting facility with 8 or more acres of land. PTAA's CMO has done several school constructions in different states with multiple tax exempt financing. They have a proven set of engineering and construction team to deliver a secure, safe, affordable and beautiful facility.

(b) The number of general education classrooms required each year;

Per Campus: 57 education classrooms

(c) Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;

Per Campus: 10

(d) Space requirements for administrative functions, food services and physical education

Per Campus: 10

(2) If a facility is not yet identified, please describe the organization's approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization's plans to finance the facility, including:

(a) Total project cost : 18 million dollars

(b) Financing and financing assumptions : Tax exempt financing with enough CapI

(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc.

We are currently working on these sites.

PTAA - Las Vegas Sites

Sites		City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1	330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	\$18,000,000	Former Southern Nevada Health District with Renovation
2	1955 N Nellis Blvd	Las Vegas	89115	43,687	4.7 acres	\$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA
3	1900 N Nellis Blvd	Las Vegas	89115	42,174	2.4 acres	\$6,326,100	The second floor is shell but there are existing tenants on the first floor and we would need to give time for them to move out.
4	7401 W Charleston Blvd	Las Vegas	89117	34,034	2.22 acres	\$6,500,000	It is located outside of the three zip codes provided. We would need to receive an exemption for this site.

The estimated cost of acquisition for the school is anticipated to be around \$18 million with land, renovation and construction. In the first two years of operation, we will capitalize a portion of the interest, with unpaid interest being added to the superintendent balance in those years. By the third year of operation, the school will not need to capitalize interest and will pay \$1,250,000.00 per year in interest and capital for the next 30 years.

The payment schedule, which is also included in the budget, is as follows:

	Property Cost	Annual Payments	Actual Payments	Gap
Year 1	\$ 18,000,000.00	\$ 1,170,000.000	\$ 599,000.00	\$ 571,000.00
Year 2	\$ 18,571,000.00	\$ 1,207,115.000	\$ 799,000.00	\$ 408,115.00
Year 3	\$ 18,979,115.00	\$ 1,233,642.475	\$ 1,250,000.00	\$ (16,357.52)
Year 4	\$ 18,962,757.48	\$ 1,232,579.236	\$ 1,250,000.00	\$ (17,420.76)
Year 5	\$ 18,945,336.71	\$ 1,231,446.886	\$ 1,250,000.00	\$ (18,553.11)

(3) *If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the*

applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

See Attachment 16 that describes the facility lease arrangement for one dollar (\$1) a year.

(4) Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

While most start-up charter schools struggle with finding and affording adequate facilities, PTAA Nevada will have the opportunity and advantage of using the credit availability of its CMO leadership in other state. CMO has raised tax exempt bonds for its several locations. They have developed, built, and maintained several charter schools. PTAA advisory board member Victoria White also has expertise in bond financing of Charter schools and will be working directly with the school to identify existing locations, land and or facilities for PTAA to consider. Together they will locate, negotiate, finance and construct (as needed) a K-12 campus in the Nevada area for PTAA's use.

PTAA Nevada has proposed to acquire and finance campuses, subject to the Board's approval and the Board performing its due diligence to determine if it can find adequate comparable facilities through another method or provider that is more affordable. We anticipate that each campus will be built on an 8-15 acres lot(s) and will provide purpose-built Grade-A facilities for K-12 grade students. Proposed cost of each campus will be approximately 16-20 million dollars, which we note is far less than traditional school district and many other charter operators spend in leasing of new facilities. CMO track record, having built/acquired over 110 million dollars in education campuses since 2012, demonstrates their ability, and they will leverage their existing current relationships with lenders and investors to build and finance the new campuses for PTAA in an economical and affordable way. Bond Lenders may allow PTAA additional flexibility to customize the portion of the utilized space based on enrollment. This gives flexibility to PTAA and enables them to have access to more campus space, or less, if school enrollment warrants it.

Year 1 and Year 2 Plan

PTAA Nevada with the help of its members has preliminarily identified few different proposed areas in that currently provide enough space to build K-12 Grade Campuses. PTAA proposes to acquire and finalize these sites for PTAA as soon as the charter is awarded.

Proposed areas will include:

3 Sections of K -1 ^s grade	Robotics Lab
3 Section of 2 ^d -5 grade	
3 Section of 6 -8 grade	
Science Lab	
3 Resource rooms	Library
2 Self Contained classrooms	Dance/Music
1 Mainstream room	Piano
2 Additional Special Ed rooms	Cafeteria
4 Inside PE areas	Administrative Offices

Year 3 onwards plan

PTAA will also build a gymnasium and additional PTECH campus by Year 3. The proposed finished square footage will be as follows:

High School Gym: 35,000 SF
Additional Classroom: 40,000 SF

Renderings are Attached.

The K-12 school campus will be a high-tech campus with smart boards in all classrooms. Teachers will have a choice to record the contents out of their smart boards and upload them online for students and parents to review at home. New campus will also have the following new areas in addition to the classrooms that will substitute portable space:

Two Basketball and Volleyball Gymnasium
Fully functional cafeteria
Nutrition Labs
Field for Soccer
Track area for PE
Softball Diamond

(5) Explain the organization's plan to maintain the independent facility.
These services will be provided by the CMO through their existing contracts.

(6) *Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.*

Applicant is still working on identification of facility. However, applicant has worked with several municipalities and jurisdictions in other states. Working with some very complex zoning change requirements and has always been successful in meeting the needs of municipalities to get approval for zoning change

ONGOING OPERATIONS

(1) *SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?*

Principal, Dr Love, will be responsible for this.

(2) *Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.*

Attached

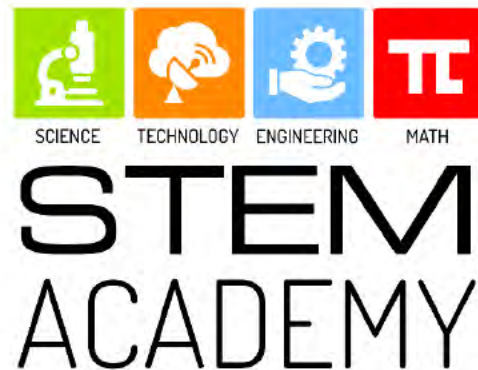
Prior to opening, the school will secure insurance coverage at the levels of coverage described herein and any additional insurance as deemed necessary by Nevada law or regulation.

- General liability insurance with a minimum coverage of \$1,000,000; including coverage for molestation and sexual abuse, broad form policy, with the named insureds as follows:
 - The sponsor of the charter school;
 - All employees of the charter school, including, without limitation, former, present and future employees;
 - Volunteers at the charter school; and
 - Directors of the charter school, including, without limitation, executive directors.
- Umbrella liability insurance with a minimum coverage of \$3,000,000.
- Educators' legal liability insurance with a minimum coverage of \$1,000,000.
- Employment practices liability insurance with a minimum coverage of \$1,000,000.
- Employment benefits liability insurance with a minimum coverage of \$1,000,000.
- Insurance covering errors and omissions of the sponsor and governing body of the charter school with a minimum coverage of \$1,000,000.
- If applicable, motor vehicle liability insurance with a minimum coverage of \$1,000,000.
- If applicable, liability insurance for sports and athletic participation with a minimum coverage of \$1,000,000.



PTAA/Nevada

Financial Plan



5. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.

PTAA Nevada will use Skyward software for financials systems and process. Skyward applications are currently used by school districts and municipalities in 22 U.S. states and multiple international locations. Skyward's solutions are designed to automate and simplify daily tasks in the areas of financial management. Processes include

1. Accounts Payable,
2. Accounts Receivable.
3. Budgeting
4. General Ledger
5. Purchasing
6. Payroll
7. Audit Reports
8. Federal and state reporting

Current CMO leaders have successfully implemented Skyward software at 100 Academy charter school in North Las Vegas and any new implementation will be seamless.

PTAA Nevada will follow following process for selection of any services:

Selection of Provider.

The Board and Superintendent or designee shall not select a provider of professional services or a group or association of providers or award a contract for professional services on the basis of competitive bids submitted for the contract or for the professional services. Instead, the Board and Superintendent or designee shall select the provider for the professional service to be procured based on the following criteria:

- (a) The provider's demonstrated competence and qualifications to perform the services; and
- (b) The fairness and reasonableness of the provider's price.

In addition to financial services, the CMO will also provide the following services for the school:

- Information Technology purchasing and procedures;
- STEM and PTECH Coordination;
- Human Resources including recruitment, interviewing, background checks; Human Resources policies and procedures; and Payroll;
- Professional Development;
- Grant Compliance;
- Curriculum preparation and assessment.

The CMO is the applicant so this is not applicable

Limitation on Fees.

A provider may not charge a fee for professional services that exceeds any maximum provided by law.

Monitoring of Provider Performance.

The Superintendent or designee shall monitor the services and work of all professional services providers. In developing a system for monitoring the service provider's performance, the Superintendent or designee shall consider the inclusion of deliverables and other measurable outcomes that demonstrate the delivery of the professional services procured from the service provider and that enable the Superintendent or designee to evaluate the quality of the professional services rendered and satisfactory performance of the provider.

KEY PERFORMANCE INDICATORS

Metrics for Evaluation. The Board will establish various elements to evaluate the performance of the CMO in the provision of its services to the PTAA Nevada. To establish the proper foundation and framework for this evaluation, the following metrics will be considered by PTAA Nevada Board in evaluating the performance of CMO:

- (1) Student Count (the number of students enrolled as of the period of measurement);
- (2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas);
- (3) ELL Performance (English Language Learner measurement as determined by the WIDA framework);
- (4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff);
- (5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and
- (6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

(2) *As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:*

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

PTAA Nevada will benefit from an experienced business management team in CMO that can assist with start-up functions and with establishing a Nevada business office.

The Superintendent has overall responsibility for properly accounting for all funds received and all expenses incurred in the operation of the school. The Superintendent may delegate day to day responsibility for financial management to the Financial Coordinator.

Superintendent is the common thread between CMO and school, if hired by board. However, Superintendent is paid by CMO and not paid from School. As an independent (not on school payroll) reviewer, superintendent ensures that properly accounting for all funds received and all expenses incurred in the operation of the school.

PTAA Nevada will use CMO staff member Paul King to serve as Financial Coordinator of the PTAA Nevada school. Paul King has worked as a Chief Financial Officer for several charter schools and also currently works with 100 Academy North Las Vegas school in setting up their financial systems. Paul King along with other local office accounting staff will be responsible for keeping the financial records of the school.

The duties of the Financial Coordinator include, but are not limited to:

- Develop and implement internal financial procedures and controls
- Direct all fiscal functions in accordance with GAAP and other regulatory requirements
- Oversee annual budgeting and cash flow projects
- Manage all accounts payable and accounts receivable
- Provide regular financial reports to the Superintendent and Board of Directors
- Oversee payroll
- Oversee benefits administration
- Oversee procurement process

PTAA Nevada also understands that the financial requirements of public education are continually changing. To that end, team members will continually seek opportunities for professional development to increase their understanding of core financial management skills.

Accounting System

PTAA will use the NDE chart of accounts and will follow all required government accounting procedures including the federal Generally Accepted Accounting Practices (GAAP), all State Department of Education requirements for school finances, and State auditing requirements. To facilitate the appropriate discharge of fiduciary duties, the board of PTAA Nevada will adopt fiscal policies that address the following areas of financial management:

- (a) Allowable and Prohibited Uses of Funds;
- (b) Audits;
- (c) Budget Development, Adoption, Monitoring and Amendment;
- (d) Cash Management;
- (e) Code of Ethics and Fiscal Stewardship;
- (f) Delegation of Authority;
- (g) Federal Grant Administration;
- (h) Financial Management System;
- (i) Financial Reporting;
- (j) Fiscal Compliance Monitoring;
- (k) Investment of Surplus Funds;
- (l) Property Management; and
- (m) Purchasing and Contracting.

In addition to the policies identified above, PTAA Nevada will adopt an administrative procedures manual with greater specificity to implement these policies. We will also develop standardized forms to be used to transact the business affairs of the school.

Budgeting

The annual budget is the financial plan for the operation of the school. The annual operating budget will be based on a fiscal year that runs from July 1 to June 30. It provides the framework for both expenditures and revenues for the fiscal year and translates into financial terms the educational programs and goals of the schools. The operating budget will support the vision and mission of the school.

The Board of PTAA Nevada will create a finance committee. This committee will be charged with setting and monitoring the annual budget of the school. After board approval, they will also make the budget available to the public. The Board assigns to the Superintendent or his/her designee the overall responsibility for the preparation and administration of the budget.

The annual budget will contain the following sections and corresponding detail:

- Revenues
- Operating Expenses broken down by staff salaries, employee benefits, purchased services, supplies and materials, capital outlays, and facility costs
- Revenues over Expenses
- Transfers to Capital Reserves

In addition, the Board will annually review a three-year budget, historical income and expense statements, and a cash flow forecast for the upcoming year. The annual budget and supporting documents for the upcoming year will be submitted for review and approval by the board during the April board meeting, or as soon as practicable prior to the upcoming year. Because all Board meetings are open to the public, this will also be an opportunity for the public to review the budget and make comments. The budget will be included with the minutes for the meeting which will

provide additional opportunity for the public to review the documents and make inquiries. The Board will adopt the budget no later than May 31^s of each year or earlier if needed by Nevada state law.

The Superintendent will also provide the Board with an income statement and balance sheet each month as well as a written narrative of the financial condition of the school. The Superintendent will make specific comments about any significant negative trends and will report on the fund balance as a percentage of the budget, months of cash on hand and any significant budget variance. If a budget amendment is required, it will be presented to the Board for approval.

Financial Controls

No funds at PTAA Nevada will be expended without prior budgetary approval by the Board. The Superintendent and all PTAA staff are expected to exercise responsibility and to operate with the highest ethical standards.

Once the budget has been approved by the Board, responsibility for conducting the day to day financial transactions, in accordance with the budget, is delegated to the Superintendent or his or her designee. However, PTAA Nevada has policies in place to help ensure proper oversight and to reduce the risk of fraud.

- Segregation of duties is extremely important to ensure that all accounting transactions are accurately documented, deposited in a timely manner and recorded properly in the accounting system. As such, PTAA Nevada has a segregation of duties policy as part of their financial controls. This policy requires that the approval function, the accounting/reconciling function, and the signatory function are all separated among staff so that no one person will be responsible for all of these functions.

Elements of this policy are as follows:

- Separation of duties: Mail will be opened by two people and any revenue received is promptly recorded. Deposits are made by someone other than the persons who open the mail. Checks are prepared by someone other than the person(s) with the authority to sign them.
- Physical security: Checks and cash will be kept in a secure area and access will be strictly limited. Passwords will be used to protect accounting software and banking accounts. Passwords will be changed regularly.
- Duties such as collecting funds, maintaining documentation, preparing deposits and reconciling records will be segregated among different individuals.
- Receipts Procedures require that all funds be kept in a central, secure location until they are deposited in a school-approved fiduciary institution. Additionally, all funds will be deposited daily or within three days after receipt.
- Periodic and unscheduled audits or reviews should be performed for all cash activity.

Contracted Services

At this time, PTAA Nevada plans to establish its own business office and to manage all core business functions internally with CMO. The school reserves the right to contract with subject matter experts as appropriate on a case by case basis.

Sources and Application of Revenue and Expenses

The following is an executive summary of the sources and application of revenue and expense in the first 5 years:

- Year #0 – Start Up Year:
 - Revenues – In year 0, PTAA is expecting the revenue to come from Charter School Program start up grant but is not accounting for it in the budget yet until its finalized. In addition, PTAA will have a no-interest loan from the CMO for \$150,000 and \$20,000 planning grant from 180 Opportunity. Total year 0 revenue is \$170,000
 - Expenses – There costs anticipated in Year #0 include legal and charter expenses, staff recruitment, staff salaries, marketing and advertising costs, travel and registrations. Total Year #0 costs are estimated at approximately \$135,000
- Year #1 – First Year with Students
 - Revenue – The overall revenue is projected to be \$5,539,137. Private revenue sources are described below in the next section. Per Pupil Funding is the primary source of additional revenue with small additions for capital construction, Exceptional Children's Ed Act, gifted and talented, Title I, Title **IIA**, IDEA and Special Education funding. **Assumed** amount per pupil is used based on pre calculated formulas in the spreadsheet for each category of funding.
 - Expenses – The overall expense estimates total \$5,404,132. Expense projections include salaries and benefits, several different services, and utilities, facilities cost, insurance, utilities, fees, supplies and equipment, all based on the number of students projected for that year. The year 1 150,000 loan is paid back in Year 1 (Line 74 in Summary worksheet)
- Year #2 – Second Year Serving Students:
 - Revenue – The overall revenue estimates total \$9,485,300. Per Pupil Funding comes from the categories as listed in Year #1.
 - Expenses – The overall expense estimates total \$8,909,941. Expense projections are based on the number of students projected in Year #2 for the categories listed in Year #1.
- Year #3 – Third Year Servicing Students:
 - Revenue – The overall revenue estimates total \$10,642,368. Per Pupil Funding comes from the categories as listed in Year #1.
 - Expenses – The overall expense estimates total \$10,387,096. Expense projections are based on the number of students projected in Year #3 for the categories listed in Year #1.
- Year #4 – Fourth Year Serving Students:
 - Revenue – The overall revenue estimates total \$11,853,034. Per Pupil Funding comes from the categories as listed in Year #1.
 - Expenses – The overall expense estimates total \$11,630,348. Expense projections are based on the number of students projected in Year #4 for the categories listed in Year #1.
- Year #5 – Fifth Year Serving Students:
 - Revenue – The overall revenue estimates total \$13,119,604. Per Pupil Funding comes from the categories as listed in Year #1.
 - Expenses – The overall expense estimates total \$12,778,601. Expense projections are based on the number of students projected in Year #5 for the categories listed in Year #1.

Private Revenue Sources

Anticipated Private Revenue Sources are relatively small in comparison to the overall budgeted revenue and consists of:

- Fees – Year #1 - \$129,600 from students (or \$200 per student enrolled) to offset cost of uniforms, activities and other school items that supplement the free high-quality education provided by PTAA Nevada. Where appropriate, the necessary “student scholarship” criteria will be developed and instituted as appropriate for Nevada public schools so that no student would be denied participation based solely on the inability to pay the fee. This revenue source continues across each year. Considering that 10% of students would not be able to pay given the high amount of FRL, we have reduced total to \$116,600 for year 1.
- Startup Grant- PTAA will apply for and hopes to receive grant through the startup. However, we have not planned on this grant and have not included it in the budget. If the grant is received, it will greatly enhance our ability to provide equipment, supplies and services in our early years of operations. We would use this grant for additional:
 - Consultants and expertise guidance during our planning year
 - Supplies and equipment including laptops, tablets, books and instructional supplies
 - Minor facility repairs
- \$170,000 will be raised in incubation year through fundraising and loans.

Reporting Requirements

In accordance with the Financial Transparency Act, PTAA will post the following information on its website on a webpage entitled: Financial Transparency.

- Charter School Adopted Budget - Including Uniform Budget Summary (current and prior two years)
- Charter School Financial Audit (current and prior two years)
- Charter School Salary Schedules or Policies (current and prior two years)
- Federal Form 990, 990-EZ, or 990-PF and any associated schedules
- Other Charter School Specific Financial Information

In addition, PTAA will fully comply with all state and federal reporting requirements and will use the state-mandated chart of accounts.

Salary and Benefits

Because recruiting and retaining talented employees is critical to our success, PTAA is committed to paying its employees equitable wages that reflect the requirements and responsibilities of their positions and are comparable to the pay received by similarly situated employees in other organizations in the area. CMO leaders have recruited and staffed teachers for 100 Academy of Excellence charter school in North Las Vegas and are well connected to ground realities for securing and staffing talent.

Actual compensation for every position is determined by several factors, including job analysis and evaluation, the essential duties and responsibilities of the job, and salary survey data on pay practices of other employers. For the purposes of developing this budget, PTAA has used average salary assumptions. These assumptions are based on what we believe are realistic market rates and include the following:

- Teachers - \$37,500 - \$52,500
- HS Core Teachers and STEM HS Teachers = \$52,500
- Core Teachers, STEM 3-5 teachers = \$50,000
- STEM 6-9 Teachers = \$52,500
- PE 6-9 Teacher = \$42,000
- PE 3-5 grades and Language teacher = \$40,000
- Spanish and Mandarin teachers = \$37,500
- Electives Teachers = \$35,000- \$37,500
- Spec Ed Asst = \$28,000 –
- SPED Director- \$68,000
- SPED Teacher = \$65,000
- ELL Teacher/Reading Specialist - \$65,000
- Other positions ranged from \$35,000 for the office manager to \$110,000 for Principal

Benefits include both required benefits and discretionary benefits. We have assumed the following:

Single Coverage	\$3,600
School's percentage of coverage	90%
FICA	6.2%
State Retirement - Certified	15.250%
State Retirement - Non-certified	15.250%
Unemployment Insurance	\$117
Workers Compensation Insurance	\$12,000/yr

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools both locally and nationally and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of 95%, which reflects the demographics of the students the school intends to serve and along with proposed weighted lottery to meet this FRL rate.

We believe we have allocated our resources in a prudent manner that will support our educational program and that reflects best practices in the charter school community.

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%
- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not anticipating a large amount of fundraising in the budget outside the incubation period. PTAA is confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students
- Administrator and staff salaries will be competitive with market rates, again based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.

- PTAA has signed an option to lease a facility for \$1 per year. (Refer to Attachment 16). The document "Education Facility License Agreement" is the option to lease the facility for PTAA Nevada campus. This facility is currently used as a private school. If the facility lease is finalized any interested students from private school will have to apply under the open enrollment charter law and charter school lottery requirements.
- PTAA also shows additional lease cost in facilities tab if the above facility lease is not finalized. On the other hand, if above facility lease is finalized, additional space may still be needed to accommodate all K-12th grades. The additional lease cost will help PTAA to build or renovate facilities to accommodate all K-12th grades students.

Projected Population

PTAA projects a long-term maximum enrollment of 1404 students per year. As our balanced budget demonstrates, this population will provide adequate revenue to support the fixed and variable costs the school expects to incur.

Contingency Budget and Minimum Enrollment

In the event that the school does not reach its enrollment targets, the Board and Superintendent will work together to find opportunities to reduced expenses. The minimum number of students required for the school to successfully open is 180. In the unlikely scenario we are only able to enroll this number of students in our first year, specific cuts to our budget would include staffing and direct and indirect classroom expenses. We would also consider opening with just grades K-6 if 6-8th grade enrollment is low.

Compliance

PTAA will fully comply with all applicable state and federal laws in all areas of its operations. As shown in the budget:

- PTAA will fully participate in state retirement system.
- PTAA will remit all required unemployment and workers compensation insurance
- PTAA will meet all district minimums for insurance coverage
- PTAA will provide comprehensive background checks on all employees. We have an allowance for miscellaneous employee benefits that will cover these checks.

(3) *Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.*

Attached.

(4) *Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.*

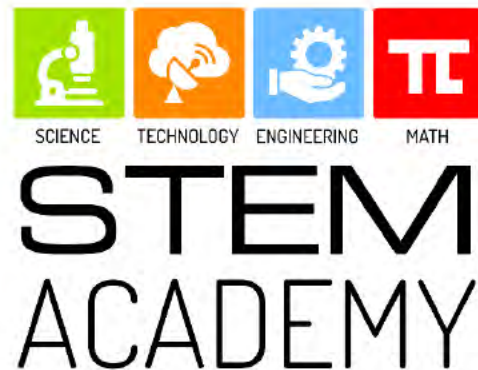
Annual Audit

In accordance with state law, all funds and accounts of the school will be audited annually after the close of each fiscal year within the time period required by the School District. The Board will appoint an independent auditor licensed to practice in Nevada and knowledgeable in government/non-profit accounting to conduct the audit. The independent auditor will submit a report to the Board that includes the audited financial statements and an opinion regarding those

financial statements. The auditor will also include in the report any information and documentation required by the Nevada State.



PTAA/Nevada Addendum



6. Addendum

Please complete the following addendum if you are either:

- *A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR*
- *An experienced Non-Profit CMO Applicant*

If you are not sure whether you are required to complete this Addendum, please contact Mark Modrcin at mmodrcin@spcsa.nv.gov prior to final submission.

LEADERSHIP FOR EXPANSION

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

SSS Education Corp (CMO) has a current contract with an existing charter school in Nevada called 100 Academy of Excellence. CMO leadership has recruited Shubham Pandey as an Education Service Provider head for 100 Academy of Excellence charter school overseeing all their financial and academic needs. SSS Education Corp (CMO) has also recruited Dr Derrick Love to serve as the Principal for the Pioneer Technology & Arts Academy Nevada, if the application is approved. Dr. Love has his Nevada principal certification, and currently works as a principal at 100 Academy of Excellence, a position he has held since February, 2020. It is anticipated that when the Pioneer Technology & Arts Academy Nevada charter is approved, Dr. Love will continue to develop as a potential leader for the network.

Regarding the establishment of a pipeline for potential leaders, Mr. Pandey will seek input from the Nevada members of Board to find local talent. It is anticipated that SSS Education Corporation will provide professional development to include training in school finance, education management, board relations and curriculum development in which these individuals can participate to increase their knowledge base.

Also attached as an addendum is PTAA adopted framework for cultivating leadership pipeline. The Leadership framework and practices equip leaders to succeed in all four domains of effective leadership in conjunction with the ISSLC standards (The Interstate School Leaders Licensure Consortium). ISSLC standards are also attached as an Addendum for reference.

These four domains include the following:

- (1) Instructional leadership,
- (2) School culture,
- (3) School operations, and
- (4). Human capital management

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

Shubham Pandey has more than 20 years of experience in education, technology, construction, and business. He holds a Master of Computer Science - University of NSW, Australia 1999. He is a leader of several high performing charter schools in Texas whose goal is to prepare all students to be technology literate and successful in College.

As a leader he currently manages 10 schools in Texas with a total student enrollment of 3200 students. As an education entrepreneur his experience includes PTECH and STEM classroom curriculum, school technology, assessment, college alliances and policy implementation. Additionally, his extensive finance and business background has resulted in the implementation of effective administration, new business concepts, balanced budgets and securing finances for school construction. He has a track record of academic and financial success in the schools he leads in Texas.

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the CMO/EMO and the new schools.

It's a monumental task to ensure that all students are prepared for the 21st century workplace by improving student achievement. SSS Education Corp (herein referred to as the CMO) plans to scale up their high-quality charter school model using the Advocacy Approach.

The Advocacy Approach. The mission of the CMO is to provide students with access to high-quality STEM and PTECH education through PTAA (school). The CMO neither exercises direct control over the schools in its network, nor mandates a particular design. All schools within a state have their own governing board that holds the charter for their state school. The CMO will provide coaching support to PTAA schools that focuses on student-centered learning; however each school will implement a variety of designs that are responsive to local needs. They provide three tiers of support that charter school networks might consider as one possible model for future development.

- First, they provide site-specific coaching at the school level to help launch the schools and then work closely with staff to deepen the focus on continuous improvement.
- Second, they work with district leaders to create a policy environment that supports the new and existing schools in their network.
- Third, they work with community-based organizations to raise awareness about the quality of the educational options available and then mobilize the community to advocate for the creation of more high-quality educational options.

This is a place-based model that requires deep knowledge of the community and strong relationships with multiple stakeholders.

CMO People Involved: Shubham Pandey, Sonya Gracy, Paul King, Johanna Stark, Jean Paul, Jason Rochester, Patty Copeland

New School People Involved: Dr. Derrick Love

(2) *If your organization operates schools in other states, compare the CMO's/EMO's efforts to scale operations to Nevada to past scale efforts in other states.*

Nevada scaling operations are similar to the Texas scaling operation. Currently our organization has 10 schools in Texas with 3200 student enrollment in grades K through 12. The schools are rated highly by the state of Texas, and this has been achieved by following a pattern of growth that allowed the organization to determine what worked and what did not at each school before opening a new campus. This process is unlike others in which the goal is to open as many campuses as possible in the shortest amount of time. It is our belief that to achieve our goal of excellence, the organization must constantly look for ways to improve and evolve.

(3) *The CMO team depth chart is also added as an addendum. The CMO team works together to create an effective replication of a new school system. Majority of systems are adopted, and minor tweaks are made as needed by individual campuses. Team members believe in the mission and vision of school and bring a lot to the table and have innovative ideas to keep growth moving smoothly. Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.*

As stated above, a major part of this process is to seek community involvement and design schools that are responsive to local needs. While our schools in Texas have similar curriculum, they are not "cookie cutter" schools. Great care has been taken to meet the needs of the differing populations that we serve.

Therefore, the curriculum for each school will have a STEM and PTECH focus, however each school may have to be provided different teaching methods to ensure that every student is learning and meeting the goals of the individual schools.

(4) *Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include*

(a) *Any academic support resources should your school expect from the EMO or CMO*

- Current Repository of Scope and Sequence and Pacing calendars
- Current Repository of curriculum
- Sped and 504 training and documentation needs
- Professional Development
- College alliance and MOU structure
- PTECH alliances
- Internship alliances for high schoolers

(b) *Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.*

Data Entry staff and Personnel School Employee work with CMO employee Sonya Gracy and follow the following process to collect and Report Data:

- Checking for overseeing the reasonableness and accuracy of data by designing and implementing procedures at the campus to insure the data that affects funding, compliance, or accreditation is complete; and correct by identifying areas of concern and determining corrective action. Advise the campus principal of the status of data quality on a regular basis.
- Collaborate with principal to designate campus contacts for each data type that impacts, funding, compliance, and accreditation.

- Compile a list of persons at the campus responsible for special program content knowledge should be distributed to the necessary personnel.
- Identify, document and supply data reporting timelines and procedures should be identified, documented, and supplied to any personnel affected by them.
- Compile regular status reports for the principal regarding data quality at the campuses.
- Responsible for entering data as specified by a campus professional staff member.
- All data entry persons must be trained in the district's SMS software system in a timely manner.
- Become familiar with the policies in the Student Attendance
- Have copies of the Elementary and Secondary Guidelines available.
- Have copies of the data reporting timelines as well as the list of the personnel responsible for providing them with the data to enter into the computer.
- Provide verification reports to the special program coordinators to be checked for accuracy of the data in the system. These reports must be provided in time to make necessary corrections before the state submissions.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.

The following services provide by the CMO for 12% of the revenue per year in first 3 years and 10% of the revenue per year after that.

1. Back office support and HR: A/P, A/R, Payroll, Inventory, financial compliance and reporting, HR management, Purchasing, Contracting
2. Bond Financing: PTAA Nevada will be able to use the current credit rating and pledges available to other PTAA network schools.
3. Curriculum and Instruction Development: All Scope and sequence, pacing calendars, curriculum, and assessment needs.
4. Professional Development
5. Supervision of Building Design and Zoning
6. IT and Computing needs
7. All Internal Control Processes
8. Handbooks and Board Policies

KEY PERFORMANCE INDICATORS

Metrics for Evaluation. The Board of PTAA Nevada will establish various elements to evaluate the performance of the CMO in the provision of its services to the PTAA Nevada. To establish the proper foundation and framework for this evaluation, the following metrics will be considered by PTAA Nevada Board in evaluating the performance of CMO:

- (1) Student Count (the number of students enrolled as of the period of measurement);
- (2) MAP Growth (a framework and set of methods to individually and with greater period frequency measure the growth and performance of the student in multiple academic areas);
- (3) ELL Performance (English Language Learner measurement as determined by the WIDA framework);
- (4) Academic Staff Retention (measured by evaluating the number of returning teachers, coaches and academically specific staff);

- (5) Attendance (measured by the enrolled student' daily school attendance as of the period of membership; and
- (6) School Climate & Culture (measured by evaluating the mood and expectations of those interacting with the school on a regular basis).

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

The only common employee between CMO and School is Shubham Pandey if the charter is approved and board decides to hire him. He will be charged with adapting and implementing the PTAA model for Nevada and for ensuring a successful start-up phase. After this phase, the Board will review performance using the indicator described in section 5 above.

All oversight of PTAA Nevada will rest with the Board of Directors. In addition, Shubham Pandey will not draw any salary from the School.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Shared with School leader	Final and Complete	Shared with CMO
Curriculum	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Professional Development	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Data Management and Interim Assessments	Provide resources as needed to school leader	Complete with designation of duty and annual benchmark	Complete with Board Approval
Promotion Criteria	Provide feedbacks to School Leader	Complete with designation of duty and annual benchmark	Complete with Board Approval
Culture	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
Budgeting, Finance, and Accounting	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO

Student Recruitment	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
School Staff Recruitment and Hiring	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
HR Services (payroll, benefits, etc.)	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Development/ Fundraising	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Community Relations	Shared with School leader	Complete with designation of duty and annual benchmark	Shared with CMO
IT	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Facilities Management	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Vendor Management / Procurement	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Student Support Services	Complete with Board Approval	Complete with designation of duty and annual benchmark	Provide feedback to CMO
Other operational services, if applicable			

(8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Attachment 21 is attached. Year 3 and 6 are same

Updated Year 1, 3-6 Org charts are attached to provide additional clarification. Also attached is a decision making flowchart.

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

This is not a committee to form application this is a CMO applicant so this doesn't apply.

(2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

Please refer to attachment 21.

(3) Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

Please refer to attachments 14 and 21.

(4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board's policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.

There are no conflicts. Attached is the conflict of interest Policy

CONFLICT OF INTEREST POLICY OF THE PIONEER TECHNOLOGY & ARTS ACADEMY

ARTICLE I PURPOSE, SCOPE, AND APPLICATION

1. The purpose of this Conflict of Interest Policy (the "**Policy**") is to protect the interests of the PIONEER TECHNOLOGY & ARTS ACADEMY, a Nevada nonprofit corporation (the "**Organization**") when it is contemplating entering into a transaction or arrangement that might benefit or appear to benefit the private interest of any present or former director, officer, advisor, employee, or volunteer of the Organization, indirectly benefit a Related Party, or result in a possible Excess Benefit Transaction. The Organization is organized to serve the public interest, and each director, officer, advisor, employee, and volunteer must act and use good judgment to maintain and further the public's trust and confidence in the Organization.

2. This Policy establishes guidelines, procedures, and requirements for:

(a) Identifying a Conflict of Interest and situations that may result in an actual, potential, or perceived Conflict of Interest; and

(b) Appropriately managing a Conflict of Interest in accordance with legal requirements and the goals of accountability and transparency.

3. This Policy applies to all directors, officers, advisors, employees, and volunteers of the Organization. All directors, officers, advisors, employees, and volunteers must familiarize themselves with and adhere to the principles and rules set out in this Policy.

4. This Policy is intended to supplement but not replace any state and federal laws governing conflicts of interest applicable to non-profit and charitable organizations.

5. Any questions about this Policy should be referred to Sonya Gracy sgracy@ptaaschool.org, who is in charge of administering, enforcing, and updating this Policy.

ARTICLE II DEFINITIONS

1. **"Board"**. The board of directors of the Organization.

2. **"Conflict of Interest"**. Arises in situations where, in the judgment of the Organization's Board of Directors:

(a) The outside interests or activities (such as Covered Interests) of a director, officer, advisor, employee, or volunteer interfere or compete with the Organization's interests.

(b) The stake of a director, officer, advisor, employee, or volunteer in a transaction or arrangement is such that it reduces the likelihood that such person's influence can be exercised impartially in the best interests of the Organization.

(c) A director, officer, advisor, employee, or volunteer has divided loyalties.

(d) An Excess Benefit Transaction would occur.

3. **"Covered Interest"**. Exists when any director, officer, advisor, employee, or volunteer has directly, or indirectly through a Related Party:

(a) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement.

(b) An compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement.

(c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

(d) A legal commitment or financial interest, including by virtue of a board appointment, employment position, or volunteer arrangement, to act in the interests of another entity or individual.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A Covered Interest is not necessarily a Conflict of Interest. Under Article III.3, a person who has a Covered Interest may have a Conflict of Interest only if the Board decides that a Conflict of Interest exists.

4. **"Excess Benefit Transaction"**. Any transaction in which an economic benefit is provided by the Organization, directly or indirectly, to or for the use of a disqualified person and the value of the economic benefit provided by the Organization exceeds the value of the consideration (including the performance of services) received by the Organization. A "disqualified person" is any person who was in a position to exercise substantial influence over the affairs of the non-profit at any time during a five-year lookback period, ending on the date of the transaction, and includes but is not limited to the Organization's directors, officers, and Related Parties, as defined herein.

5. **"Interested Person"**. Any director, officer, employee, or volunteer who has a direct or indirect Covered Interest.

6. **"Related Party"**. Any one of the following persons or entities:

- (a) Any director, officer, advisor, employee, or volunteer of the Organization or its affiliates.
 - (b) Any Relative of any individual described in subsection 6(a) above.
 - (c) Any entity or trust of which any individual described in subsection 6(a) or 6(b) above serves as a director, trustee, advisor, officer, employee, or volunteer.
 - (d) Any entity (other than a partnership or professional corporation) or trust in which any individual described in subsection 6(a) or 6(b) above has a thirty-five percent (35%) or greater ownership or beneficial interest.
 - (e) Any partnership or professional corporation in which any individual described in subsection 6(a) or 6(b) above has a direct or indirect ownership interest in excess of five percent (5%).
 - (f) Any other entity or trust in which any individual described in subsection 6(a) or 6(b) above has a material financial interest.
7. **“Relative”**. Any one of the following persons:
- (a) The spouse or domestic partner of an Interested Person.
 - (b) The ancestors of an Interested Person.
 - (c) The siblings or half-siblings, children (whether natural or adopted), grandchildren, and great-grandchildren of an Interested Person.
 - (d) The spouse or domestic partner of any person described in subsection 7(c) above.

ARTICLE III PROCEDURES

1. **Duty to Disclose**. An Interested Person must disclose the existence of any actual, potential, or perceived Conflict of Interest as soon as such Interested Person identifies that there may be a Conflict of Interest, and before the Organization enters into the proposed transaction or arrangement that gives rise to the Conflict of Interest.
- (a) The disclosure shall be made to:
 - (i) the Board of Directors if the Interested Person is a director, advisor or officer; or
 - (ii) the Principal if the Interested Person is an employee or volunteer, who shall in turn inform the Board of Directors of the disclosed Conflict of Interest.
 - (b) The Interested Person shall be given the opportunity to disclose all material facts to the Board of Directors concerning the proposed transaction or arrangement, including the circumstances giving rise to the Conflict of Interest.
2. **Determining Whether a Conflict of Interest Exists**. After disclosure of the actual, potential, or perceived Conflict of Interest, the Board shall determine whether a Conflict of Interest exists by following the procedures described in this Section 2:
- (a) The Interested Person shall disclose all material facts relating to the potential Conflict of Interest to the Board.
 - (b) After any discussion between the Board and the Interested Person, the Interested Person shall leave the board meeting while the determination of a Conflict of Interest is discussed and voted upon.
 - (c) The Board, other than the conflicted Interested Person(s), shall decide if a Conflict of Interest exists. If the remaining Board determines by majority vote that no conflict exists, no further review of the transaction by the Board is required if not ordinarily required in the normal course of business. The discussion and determination of the existence of a Conflict of Interest shall be documented in accordance with the procedures outlined in Article IV below.
 - (d) The determination that a Conflict of Interest exists shall not preclude the Board (other than the conflicted Interested Person(s)) from approving the matter, but such determination shall require the Board to follow the procedures outlined in Article III.3 below.

3. **Procedures for Addressing the Conflict of Interest.** To address a Conflict of Interest, the Board shall follow the procedures described in this Section 3:

(a) An Interested Person may make a presentation at the Board meeting, but after the presentation, the Interested Person shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the Conflict of Interest.

(b) The Interested Person shall not attempt to intervene with or improperly influence the deliberations or voting on the matter giving rise to the Conflict of Interest.

(c) The chairperson of the Board shall, if appropriate, appoint a disinterested person or committee to investigate market information and alternatives to the proposed transaction or arrangement, including obtaining comparability data when determining compensation.

(d) After exercising due diligence, the Board shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a Conflict of Interest.

(e) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a Conflict of Interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is: (i) in the Organization's best interests; (ii) for its own benefit; and (iii) fair and reasonable.

(f) In conformity with the above determinations, the Board shall make its decision as to whether to enter into the transaction or arrangement.

4. **Violations of the Conflict of Interest Policy.**

(a) If the Board has reasonable cause to believe an Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

(b) If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board determines the Interested Person has failed to disclose an actual, potential, or perceived Conflict of Interest, it shall take appropriate disciplinary and corrective action, up to and including termination of employment or volunteer arrangement, or removal from the Board.

(c) Each director, officer, advisor, employee, and volunteer is responsible for reporting to the Principal or to the Board, as applicable, any suspected failure to disclose by any Interested Person.

(d) Conduct that violates this Policy is always considered outside the scope of employment of any employee acting on behalf of the Organization.

5. **Confidentiality.**

(a) The Organization shall maintain the confidentiality of any disclosures made in connection with this Policy and limit access to the information in accordance with the Organization's privacy policy, if any.

(b) Each director, officer, advisor, employee, and volunteer shall exercise care not to use, publish, or disclose confidential information acquired in connection with disclosures of actual, potential, or perceived Conflicts of Interest during or subsequent to his or her employment, participation as a volunteer, or participation on the Board.

**ARTICLE IV
RECORDS OF PROCEEDINGS**

1. The minutes of the meeting(s) of the Board shall contain:

(a) (i) The names of the persons who disclosed or otherwise were found to have an actual, potential, or perceived Conflict of Interest; (ii) the nature of the disclosed interest; (iii) any action taken to determine whether a Conflict of Interest was present; (iv) whether the Interested Person was present during the determination; and (v) the Board's decision as to whether a Conflict of Interest in fact existed.

(b) (i) The names of the persons who were present for discussions by the Board of the proposed transaction or arrangement; (ii) the votes relating to the transaction or arrangement; (iii) the content of the discussion, including any alternatives to the proposed transaction or arrangement; and (iv) a record of any votes taken in connection with the proceedings.

2. The board minutes shall be approved as reasonable, accurate, and complete before the later of:

- (a) The next Board meeting.
- (b) One hundred twenty (120) days after the final actions of the Board are taken.

ARTICLE V COMPENSATION

1. A voting member of the Board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee of the Board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee of the board whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI ANNUAL STATEMENTS AND DISCLOSURES

1. Each director, officer, advisor, employee, and volunteer shall annually disclose all Conflicts of Interest in writing on the Organization's disclosure form in accordance with this Policy and sign a statement that affirms that such person:

- (a) Has received a copy of this Policy;
- (b) Has read and understands this Policy;
- (c) Has agreed to comply with this Policy;
- (d) Has no Conflict of Interest to report or is reporting current Conflicts of Interest; and
- (e) Understands that the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

ARTICLE VII PERIODIC REVIEWS

1. To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its reputation or tax-exempt status, the Board shall conduct periodic reviews, or cause such periodic reviews to be conducted by a committee of the Board. The periodic reviews shall, at a minimum, include the following subjects:

- (a) Whether compensation arrangements and benefits are: (i) reasonable; (ii) based on competent survey information; and (iii) the result of arm's length bargaining; and
- (b) Whether partnerships, joint ventures, and arrangements with charter management organizations: (i) conform to the Organization's written policies; (ii) are properly recorded; (iii) reflect reasonable investment or payments for goods and services; (iv) further charitable purposes; and (v) do not result in inurement, impermissible private benefit, or an Excess Benefit Transaction.

2. The Organization expressly reserves the right to change, modify, or delete the provisions of this Policy without notice.

ARTICLE VIII USE OF OUTSIDE EXPERTS

When conducting a Conflict of Interest determination as provided for in Article III or a periodic review as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its fiduciary duties or responsibilities when considering a transaction or arrangement with an Interested Person or Related Party, or for ensuring periodic reviews are conducted.

(5) *Please provide the following in Attachment 23:*

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

ATTACHMENT 23

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Attachment 24 is attached.

(7) Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the CMO's/EMO's schools.

Attachment 24 is attached.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

Attachment 24 is attached.

(9) *Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.*

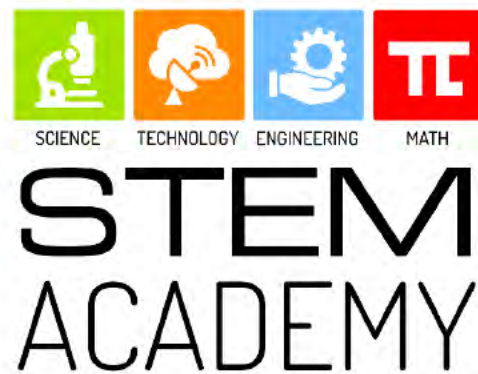
Attachment 24 is attached.



PTAA/Nevada

ATTACHMENT 1

Letters of Community Support/Partnership



November 19, 2020

Stavan Corbett
External Relations Manager
Workforce Connections

[REDACTED]
[REDACTED]

Dear Stavan Corbett,

Re: Pioneer Technical Arts Academy – Letter of Support

On behalf of Workforce Connections, please accept this letter of support on behalf of Pioneer Technical Arts Academy (PTAA) application with the State Charter Authority. We believe PTAA's vision and mission align directly with Workforce Connections in providing employment, education, training, and support services that help students succeed in the labor market. Their PTECH (Pathways Technical Early College High School) allows students to fully actualize their dreams and aspiration of higher education, industry certification, internships, and articulation to a 4-degree program plan.

If you require more information about the Workforce Connections, please contact us via phone at [REDACTED]

Sincerely,

Stavan Corbett

Stavan Corbett
External Relations Manager
Workforce Connections



December 1, 2020

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

Dear SPCSA Members;

Please accept this correspondence as enthusiastic support for Pioneer Technology & Arts Academy Charter School projected to open in 2021.

I am excited that parents in Southern Nevada will have another option in education to send their children to a charter school with a rigorous, project-based curriculum.

We look forward to supporting and collaborating with Pioneer Technology & Arts Academy Charter School to foster healthy relationships between school families, the community, and the school.

Sincerely,



Erin Philips
President
Power2Parent

November 28, 2020

Ms. Rebecca Feiden, Executive Director
Nevada State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

RE: Recommendation Letter for Pioneer Technology and Arts Academy, Nevada

Dear Director Feiden:

Nevada's educational challenges are extraordinary. We need all the help we can get to ensure our most vulnerable students and families have the best education opportunities possible. As the Founding Chairman of Cristo Rey St Viator College Preparatory High School (CRSV), the chance to have Pioneer Technology and Arts Academy (PTAA Nevada) expand its presence in the 89030 community is an incredible opportunity. PTAA Nevada's curriculum focus on technical and business education would only enhance graduation rates and lead to successful college completion. CRSV would hope to serve many of the students that would attend PTAA Nevada for kindergarten through eighth grade.

Nevada's largest and fastest growing ethnic group, Hispanic/Latino, has the lowest average educational attainment and lowest college enrollment rate of any group in the state which is truly unacceptable. The gap between the educational attainment of the white majority and Hispanic minority is the second largest in the nation. The story for African Americans in Nevada is even more sobering. While their 39 percent attainment rate currently is higher than that for Hispanics and has increased slightly since 2012, their 10-year completion rate has decreased, making the gap even more challenging to address. Native Americans currently have a 29 percent attainment rate. Across the state, we see not only racial/ ethnic attainment gaps, but also attainment gaps for students from low-income families and those who are the first in their families to attend postsecondary education. We need to change these statistics and outcomes.

More specifically, below is specific data for residents of the 89030 zip code:

	<u>Total Residents % of Total Residents</u>	
- Less than High School Diploma	13,911	52.5%
- High School Graduate	10,722	40.5%
- Associate's Degree	831	3.1%
- Bachelor's Degree	860	3.2%
- Master's Degree	132	0.5%
- Professional school Degree	14	0.1%
- Doctorate Degree	7	0.0%

With this information, PTAA Nevada is a welcomed addition to establish a K-8 campus in the 89030-zip code because they have a proven model with great outcomes for students. The PTAA Nevada model provides today's students with the tools to become tomorrow's leaders in creativity and



innovation, to prepare students for college and careers in today's global economy, and to support a system of high academic achievement for ALL learners.

PTAA has positioned itself for success through its careful plan to increase the number and diversity of high school students who graduate with an industry certification and 60 college credit hours, to support the goal of increasing STEM credential completion by minority and low income students.

PTAA is working hard to introduce themselves to the community they will serve while also identifying committed community leader to develop a strong governance structure and sound financial management practices. It is critical any operator engrain themselves in the community to develop the best outcomes for students and families.

It is an honor to STRONGLY endorse PTAA Nevada for a charter from the Nevada State Charter School Authority. If I can be of any assistance, please do not hesitate to reach out to me at 702-964-9815 or cisco@aguilar.com.

Thank you for your time.

Sincerely,

Francisco V. Aguilar

Francisco V. Aguilar
Founding Chairman

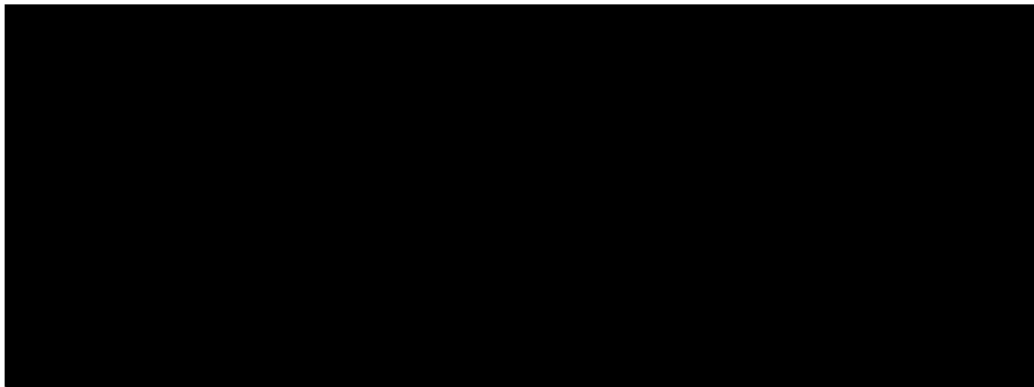


November 2020

I was please to hear that Pioneer Tech will be considering a location within such close proximity to The Shade Tree. As the Child Services Manager here at The Shade Tree, I can attest to the benefit that a school of such high caliber as Pioneer Tech would be to our residents. There is currently a lack of high quality STEM programming being offered to youth in the community surrounding The Shade Tree. The vulnerable populations that we serve stand to gain the most from extra enriching programing that Pioneer Tech would be able to provide.

Not only does Pioneer Tech provide an excellent resource of free, high quality education, but they have also chosen to take up residence in an area with very vulnerable children in need of those services. Pioneer Tech has already begun building partnerships with organizations like The Shade Tree in order to create wrap around partnerships for the youth in our community.

This leads The Shade Tree to whole heartedly wish to support Pioneer Tech in their goals to build a school near our facility. I support both the school and the opportunity that it will bring to children that we serve.



Andrea Shay





THE PINECREST FOUNDATION

December 1, 2020

State Charter School Authority,

Mr. Shubham Pandey is the perfect candidate to positively impact the education of countless students in Nevada. Mr. Pandey is currently the Superintendent of Pioneer Technology Arts Academy in Texas and Colorado and has over fifteen years of experience as a top tier, results-driven expert in the areas of school leadership, classroom curriculum, school technology, assessment, and policy implementation.

Locally, Superintendent Shubham Pandey has proven himself to be an extraordinary education leader by turning around an underperforming academy in North Las Vegas during dire financial and academic circumstances. He is reform minded and about student growth of our most underserved populations. Superintendent Pandey is responsible for not only improving the academy's struggling scholastic areas, but he is also responsible for improving enrollment by significant rates, improving financial viability, and growing the school into a vibrant community school.

By approving Superintendent Shubham Pandey's application and the resources necessary to open a new charter school network, he will be able to grow student achievement for many students in Nevada. His unfailing mission to educate all students in business literacy, financial literacy, and technology are areas that are exactly the capacity students need to be successful inside and outside the classroom in Nevada. With your approval, students will be positively impacted and Nevada will benefit for many generations to come.

Sincerely,

Carrie A. Buck

Dr. Carrie Ann Buck

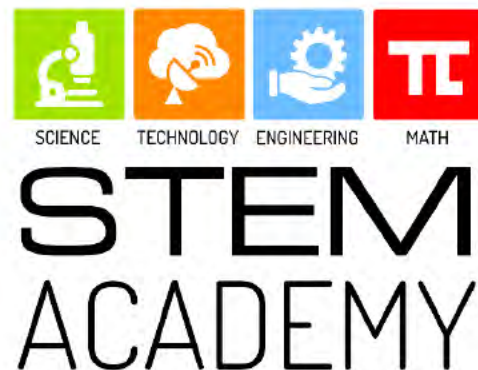
President, The Pinecrest Foundation



PTAA/Nevada

ATTACHMENT 4

Board Member Template



START-UP SCHOOL PROPOSED BOARD MEMBERS

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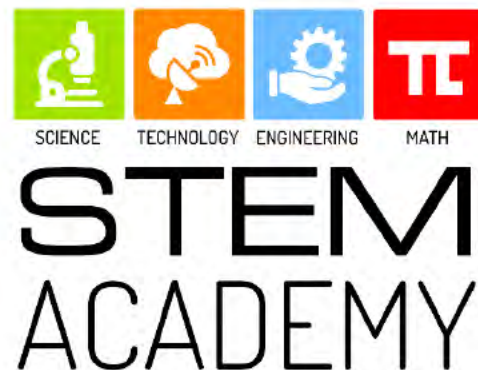
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PTAA/Nevada

ATTACHMENT 5

Board Member Information Sheet



Board Member Bios

Rudy Pamintuan: Long time Las Vegas resident provides services in the areas of international affairs, technology, trade and security. Served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement).

Annie Black: Assembly woman-elect from Nevada State Assembly District-19. She has served as an community advisor, to the CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES. She also represents as a councilwoman the people of the city of Mesquite Nevada

Brent Parrott: Retired board member with experience in founding successful STEM school. Multiple year of experience in Fortune 500 companies, Technology Business Ventures and STEM teacher and volunteer.

Shannon Houston: Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student. Has set PTECH schools and STEM school in several states.

Katie Krackhardt: Ms Krackhardt is a Nevada certified teacher with an extensive education background in Nevada. Currently works for Teach For America. Currently hire, manage and develop 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching. She also design and execute a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points. She also serve as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers.

ANNIE BLACK



Mesquite City Councilwoman & Assemblywoman-Elect in Nevada State Assembly District 19

EXPERIENCE

2020

PRESIDENT, ANNIE PAC

SUPPORT CANDIDATES AND ISSUES.

2020

ASSEMBLYWOMAN-ELECT, NEVADA STATE ASSEMBLY DISTRICT 19

REPRESENT THE PEOPLE OF NEVADA ASSEMBLY DISTRICT 19.

2018 – PRESENT

MEMBER, MESQUITE COMMUNITY EDUCATION ADVISORY BOARD (CEAB)

ADVISE THE CLARK COUNTY SCHOOL DISTRICT (CCSD) BOARD OF TRUSTEES AND THE MESQUITE CITY COUNCIL ON MATTERS RELATING TO EDUCATION IN THE VIRGIN VALLEY.

2018 – PRESENT

COUNCILWOMAN, MESQUITE CITY COUNCIL

REPRESENT THE PEOPLE OF THE CITY OF MESQUITE, NEVADA.

2018 – 2019

MEMBER, VIRGIN VALLEY HIGH SCHOOL ORGANIZATION TEAM (SOT)

PROVIDE ASSISTANCE AND ADVICE TO THE PRINCIPAL AT VIRGIN VALLEY HIGH SCHOOL.

2018 – PRESENT

PRESIDENT, AXIOM NEURODIAGNOSTICS

OWN, OPERATE AND MANAGE BRAIN, SPINAL CORD AND PERIPHERAL NERVE MONITORING COMPANY.

1999 – PRESENT

REALTOR, ANNIE BLACK REAL ESTATE

PURCHASE AND SALE OF RESIDENTIAL REAL ESTATE.

EDUCATION

1999

REAL ESTATE, SOUTHERN NEVADA SCHOOL OF REAL ESTATE

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve **Pioneer Technology & Arts Academy**
2. Full name **Annie Black**
Home Address **575 Los Altos Circle, Mesquite, NV 89027**
Business Name and Address
Phone Number
E-mail address **Annie@ElectAnnieBlack.com**
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
4.
☒ Resume and professional bio are attached.
5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
Does not apply to me. ☒ Yes
6. Why do you wish to serve on the board of the proposed charter school?
PTAA school mission and vision aligns with what is needed in our Nevada communities

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

School boards are answerable to the authorizer, the state, the federal government, and the public to ensure that the school is operating in accordance with its original purpose and doing so in a responsible manner.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently advise the Clark county school district board of trustee and the mesquite city council on matters related to education in the virgin valley.

8. Describe the specific knowledge and experience that you would bring to the board.

I am the assemblywoman-elect representing the people of Nevada Assembly District 19 and current councilwoman representing the people of the city of Mesquite Nevada.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Pioneer Technology Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation

2. What is your understanding of the school's proposed educational program?

School proposes college prep program for K-12 th grade students. Student also has a robust internship program preparing students for jobs that are currently in high demand. Some of the jobs that students get prepared for are not even created.

3. What do you believe to be the characteristics of a successful school?

Successful school understand that we shouldn't teach with a concept of one size fits all.

4. How will you know that the school is succeeding (or not) in its mission?

Year to year academic progress of student is the strongest indicator that school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.

Board members are the link between the school and the parents. **Board members** help build support and report district progress by communicating with the community, students, staff, and the parents. **Board** meetings are open for **members** of the public to attend.

2. How will you know if the school is successful at the end of the first year of operation?

Fiscal and academic success is the most critical benchmark to ensure success of a school.

3. How will you know at the end of three years of the school is successful?

School will be considered successful after year three if the benchmark set for students and school finances are being met and surpassed. School at the end of third year should have college and local industry partners MOU finalized.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a high performing charter school our board will focus on student achievement, acts strategically and continue to recruit exceptional future leaders. These practices, when combined, create a core foundation and synergy that allow the board to advance on mission and ensure high student achievement.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

x I / we do not know any such trustees. Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

x I / we do not know any such employees. Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x I / we do not know any such persons. Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

x I / we do not anticipate conducting any such business. Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contact with an education service provider or school management organization.

x I / we do not know any such persons. Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. x I / we have no such interest. Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. x I / we or my family do not anticipate conducting any such business. Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

x Does not apply to me, my spouse or family. Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you

serve on the school's board.
x None. Yes

Certification

I, Annie
Black, certify to the
best of my knowledge and ability that the information I am
providing to the State Public Charter School Authority as a
prospective board member for Pioneer Technology & Arts
Academy of Nevada Charter School is true and correct in
every respect.

Signature _____
Date _____

Statement of Assurances
Revised June, 2015

1. The charter school herein named, Pioneer Technology & Arts Academy ,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

Black _____
Signature of Certifying Charter School Official Name
Printed _____

Board Member _____

Annie Ann

Ann Black

Title
State of Nevada
County of Clark
Subscribed and sworn to before me

This 13 day of July 2020
date month year

(Notary Public Seal)

4

Brent Parrott

Objective

Rewarding and challenging part time position for retired technology teacher; 20 to 25 hours per week; weekend work possible; use my business experience, teaching and technology skills

Experience

08/23/2013 - Current	Board Member Pioneer Technology & Arts Academy	Mesquite, TX
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Technology Teacher

- Teaching K thru 5th grade student's computer skills –
 - Technology training for staff
 - Maintenance responsibility for over 150 computers
 - Technology plan for school
-

08/23/2003 to 07/2013	Catholic Diocese of Dallas	Dallas, TX
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Technology Teacher

- Teaching K thru 8th grade students computer skills – 350 students
 - Technology training for staff
 - Maintenance responsibility for over 150 computers
 - Technology plan for school
-

01/10/1998 to 02/15/2002	Nokia Corporation	Irving, TX
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Business Development Director

- Global responsibility for new product business development
 - Management of business development team
-

01/10/1979 to 01/1998	Startup Technology Ventures	Dallas, TX
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Partner

- Responsible for all areas of startup ventures
-

Education

2002-2004	Collin County Community College	Plano, TX
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Teaching
Certification

[Phone number]•[E-mail address]

[Your Name]

1967-1970

University of North Texas

Denton, TX

Bachelor of Business Administration

References

References are available on request.

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pioneer Technology & Arts Academy
2. Full name Brent Parrott
Home Address [REDACTED]
Business Name and Address [REDACTED]
Phone Number [REDACTED]
E-mail address [REDACTED]
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.
Bachelor of Business Administration, University of North Texas, Teaching Certification, Collin County Community College. Professional experience in the tech industry with Nokia Corporation as Business Development Director and other startup Technology ventures. I entered education as a second career for over a decade using my technology expertise for industry. I have served as a Board Member for Pioneer Technology & Arts Academy for the past seven years.
☒ Resume and professional bio are attached.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?

Start-Up Charter School Board Member Information

I have been a part of the development and growth of PTAA through board membership since its inception and wholly believe in the PTAA school mission and vision and I believe it aligns with what is needed in Nevada communities.

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

The members of the school board are collectively responsible for implementing the public charter school program authorized by the PTAA charter as well as ensuring the performance of students enrolled in PTAA in accordance with the Education Code.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the Pioneer Technology & Arts Academy/Texas board since 2013 and this past year held the position of Board President. I am not only have extensive knowledge in requirements and capacities of board membership, I support the mission, vision and growth of the PTAA school model and programs. I have years of tech industry knowledge and education and am passionate about sharing that experience with our students and being an integral part of preparing our students for their part in the future and our global economy.

8. Describe the specific knowledge and experience that you would bring to the board.

As described above, I have the background from past professional tech industry as well as teaching children which has been an asset to the Board of Directors for PTAA/Texas. I am retired, and this experience and that which I hope to be a part of in the future, is important to me to support the younger generation.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Pioneer Technology Arts Academy is to inspire and engage students, especially underserved and unrepresented populations, through an inquiry-based STEM curriculum that emphasizes creativity, collaboration and innovation. PTAA Graduates will have the skills and knowledge to earn advanced degrees, secure fulfilling positions in STEM professions, and become international leaders.

2. What is your understanding of the school's proposed educational program?

PTAA will meet its educational goals through systems, traditions, and practices based on four core values: emphasis on STEM curriculum, building critical 21st Century Skills, use of Project Based Learning as well as Blended Learning practices.

3. What do you believe to be the characteristics of a successful school?

Having a rich curriculum and strong instructional practices is important for creating a successful school. Having a strong culture is equally important. PTAA will establish a strong

Start-Up Charter School Board Member Information

culture based on our core cultural values of:

- **Rigor:** Setting high expectations for all members of the PTAA community, including students, teachers and administrators
 - **Relevance:** Curriculum is highly engaging and meaningful to students
 - **Relationships** which support a safe, respectful environment
4. How will you know that the school is succeeding (or not) in its mission?
Year to year academic progress of student is the strongest indicator which will be tracked by data.

Governance

1. Describe the role that the board will play in the school's operation.
According to the by-laws of PTAA, the business, property and affairs of PTAA shall be conducted and managed by the Board.
2. How will you know if the school is successful at the end of the first year of operation?
By PTAA meeting fiscal goals and academic benchmarks and future goals, the school will be successful.
3. How will you know at the end of three years of the school is successful?
By students making year to year academic progress and school has sufficient debt reserve ratio, meeting all obligations, the School will be considered successful after year three.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Success of all students is translated to all demographic and special populations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
The school board will take seriously its duty to avoid any conflicts of interest. All members have signed a form certifying that they have no conflict of interest. The board will have in place conflict of interest policy, the purpose of which is to protect the school's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Board member or might result in a possible excess benefit transaction. The policy includes procedures for disclosing a potential conflict of interest, determining if an actual conflict exists and addressing the conflict. Typically, if a conflict does exist, the interested party will be asked to recuse himself from any decision involving the conflict.

Start-Up Charter School Board Member Information

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x ☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x ☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
x ☐ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. x ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of

Start-Up Charter School Board Member Information

consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Certification

I, **Brent Parrott**, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.



05/01/20
Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, _____Pioneer Technology & Arts Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

Start-Up Charter School Board Member Information

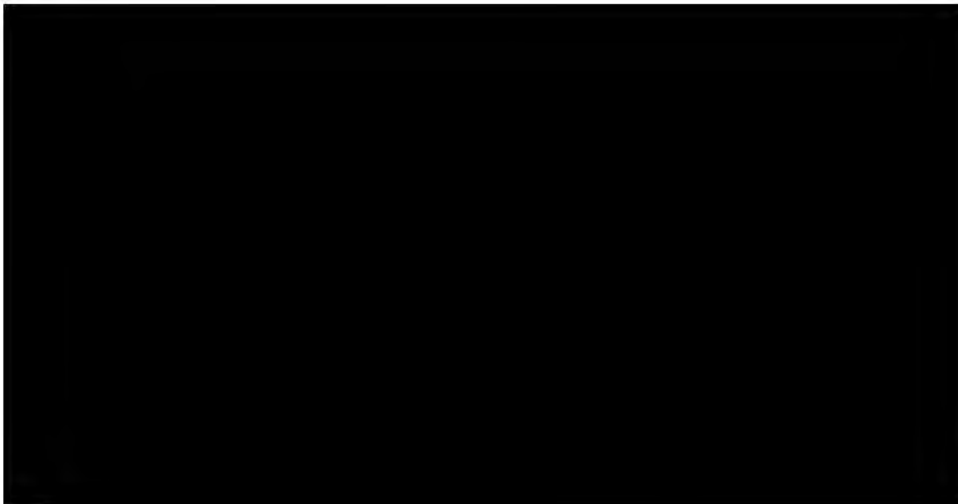
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

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.

		<u>Brent Parrott</u>
Signature	Official	Name Printed
<u>Board Member</u>		<u>07/09/20</u>
Title		Date

Subscribed and sworn to before me



Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose
Board of Directors you intend to serve

Pioneer Technology & Arts Academy

2. Full name

Katherine Krackhardt

Home Address

Business Name and Address

Phone Number

E-mail address

3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Previously a teacher in the Clark County School District. Currently an instructional coach supporting math teachers in Las Vegas charter and public schools.

- 4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☒ Does not apply to me. ☐ Yes

Start-Up Charter School Board Member Information

6. Why do you wish to serve on the board of the proposed charter school?

PTAA school mission and vision aligns with what is needed in our Nevada communities.

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

My understanding centers on carrying some degree of shared responsibility for fiscal planning and support, and academic oversight. Also, the board member role involves hiring school heads and other delegates, as needed.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have been working in education in Clark County School District (Nevada) for the past seven years. I also have experience working at a non-profit to support educational equity in Nevada.

8. Describe the specific knowledge and experience that you would bring to the board.

I have specific local context to the educational setting and systems of Las Vegas. I have a master's degree in curriculum and instruction in mathematics from University of Nevada, Las Vegas. I also have been a middle school classroom teacher in Clark County and studied elementary education in undergraduate school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission is to provide engineering and technology curriculum to students across grade levels to ensure successful life in and after college.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program involved improving academic achievement of a student population which is disadvantaged in Nevada.

3. What do you believe to be the characteristics of a successful school?

Schools are successful when they can individualize curriculum according to student and community need.

4. How will you know that the school is succeeding (or not) in its mission?

Start-Up Charter School Board Member Information

When students see academic progress year after year and are consistently excited and happy to learn.

Governance

1. Describe the role that the board will play in the school's operation.
Besides delegating responsibilities as needed, Volunteer Board members will hire the head of the school and will have fiscal and academic responsibility.
2. How will you know if the school is successful at the end of the first year of operation?
Success will look like meeting fiscal goals, academic benchmarks and staying on track for future growth and improvement.
3. How will you know at the end of three years of the school is successful?
If student academic progress is evident and school has a sufficient debt-reserve ratio post-obligations being met.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

To ensure success it is important to get qualified strong teachers on board. It is also important to build a strong relationship with the community.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Board has processes in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes

Start-Up Charter School Board Member Information

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
- ☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
- ☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
- ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
- ☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
- ☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
- ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
- ☒ Does not apply to me, my spouse or family. ☐ Yes

Start-Up Charter School Board Member Information

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school’s board.
x ☐ None. ☐ Yes

Certification

I, Katherine Krackhardt, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pioneer Technology & Arts Academy, 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.

Start-Up Charter School Board Member Information

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.



Katherine Krackhardt_____

Official

Name Printed

____Board Member_____

Title

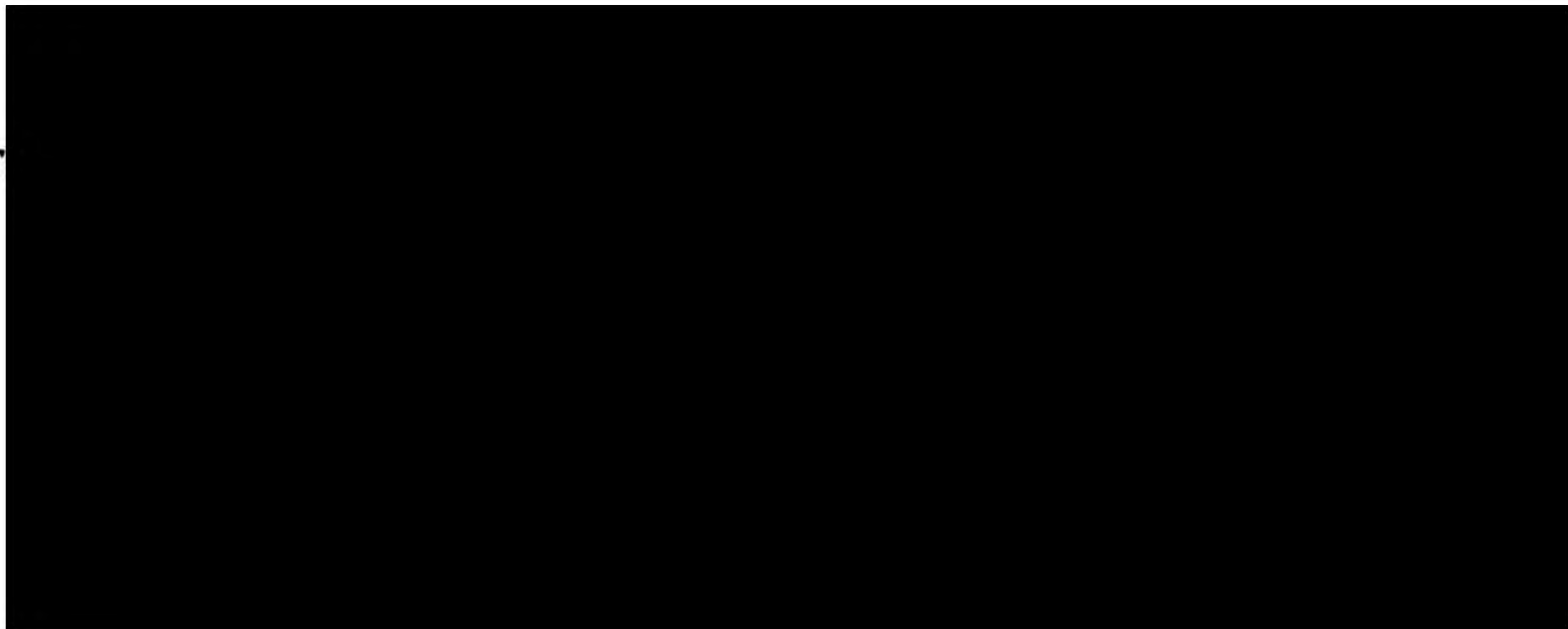
Date

7/28/2020

State of Nevada
Clark County

Subscribed and sworn to before me

T



KATIE KRACKHARDT

EXPERIENCE

Teach For America, Las Vegas, NV 06/2019-Present
Director, Academic Excellence

- Hire, manage and develop 11 Content Team Leaders, part-time employees whose role is to strengthen content specific practice for our 200 teacher leaders in the region through professional development sessions, individual coaching.
- Design and execute a plan for student achievement data collection, usage, analysis and action for our region, based on 15,000 student data points.
- Serve as exemplar Manager, Teacher Leadership Development by modeling best practices with a cohort of 20 teachers.

Teach For America, Las Vegas, NV 07/2016-06/2019
Manager, Teacher Leadership Development

- Lead the professional development and training of 26 secondary mathematics instructors in Common Core standard implementation, project based learning and rigorous instruction to ensure the growth of over 5,000 students.
- Produced corps member benchmark scores of 107% at end of 2017 year. Designated by an independent consulting company as one of the top performing MTLDS in the country.
- Partner and build strong relationships with school leaders across the Clark County School District through communication around teacher progress and goals.

Teach For America Institute, Las Vegas, NV 06/2018-07/2018
School Director

- Led a summer school staff and school as school leader for 6-12th grade students at a STEM academy
- Led student growth averaging at 300% increase from diagnostic to end of course exams.
- Designed and implemented Culturally Responsive and Trauma-informed trainings in line with best practice DEI development for educational workplaces

Jerome D. Mack Middle School, Las Vegas, NV 08/2013-07/2016
Teacher- 7th and 8th grade mathematics and numeracy
Teach For America 2013 Corps Member

- Led students to achieve 198% average on Nevada's math performance benchmarks.
- Pioneered new pedagogical approach that yielded 90% pass rate on Algebra EOC exam (58% higher than the district average).
- Recognized as 2nd highest scoring educator within school site on the Nevada Educator Performance Framework out of 60 teachers.

LEADERSHIP

Teach For America, Las Vegas, NV 07/2017-Present
Regional wellness liaison, Las Vegas

- Created a plan and vision for regional wellness through corps member reported gaps, needs reported in data, and the user design process.
- Designed and distributed health resources to corps member and alumni, including videos to various mental and physical health services as well as wellness practice events.
- Facilitated the first regional wellness event, creating a space for teachers to engage in a variety of health related activities (yoga, massages, guided meditation, EFT tapping). 100% of participants agreed or strongly agreed with "I would like Teach For America to provide more experiences of this kind".

Jerome D. Mack Middle School, Las Vegas, NV

12/2015-07/2016

Math Department Chair & 8th Grade Mathematics Team Lead

- Promoted to department chair and led math department of twelve and managed a subset team of four mathematics teachers to ensure teachers were using data-driven instruction, and empowering students to meet high standards.
- Implemented training days designed for teachers to create rigorous standard-based common assessment across teachers within same grade-level.

Jerome D. Mack Middle School, Las Vegas, NV

8/2014-07/2016

Achievement Via Individual Determination (AVID) Math Lead

- Attended annual conferences and was responsible for teaching AVID math strategies to full math department to ensure best practices in entire school site were being presented to all students.
- Tutored students in areas of college preparatory skills and focused on cross-curricular outcome. guided and supported their application to high schools.

Annie Jr, Las Vegas, NV

04/2015-11/2015

Director

- Solicited and secured drama sponsorships from corporate and local businesses. Organized financial records to account for the allocation of the fundraised \$3,000 budget.
- Created Mack Middle School's first ever musical, engaging over 50 students through acting, stage crew, costume, lighting, and set design. To remain a part of the production students involved were held to high academic, behavioral and interpersonal standards.
- Organized and led an average of four rehearsals per week, focusing on music, dance, and acting. Sold out a 200-person theatre three of the four performances.

Allegheny College Education Organization, Meadville, PA

09/2010-05/2013

Founder and President

- Founded and ran the school's first education organization, designed for students who were interested in pursuing a future in education.
- Represented Allegheny's education department at college fairs, future student events and welcome nights. Regularly communicated with other student organizations, administrative offices, faculty, and community members while maintaining positive public relationships.
- The only student invited to collaborate alongside college provost and six professors to give input on the design of an education minor.

EDUCATION

Allegheny College, Meadville, PA

8/2009-06/2013

- Senior Comprehensive Project: The effect of theatre and devising on the self-esteem of fourth and fifth grade "at-risk" youth
- Bachelor of Science: Psychology and Theatre, double major
- Pre-Professional Track: Elementary Education
- Cumulative GPA: 3.51/4.0, Alden Scholar, Dean's List

University of Nevada Las Vegas, NV

08/2013-06/2015

- Master of Education, Curriculum and Instruction; Secondary Mathematics
- Cumulative GPA: 4.0/4.0, Dean's List

**To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).
All forms must be signed by hand.**

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

Background

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Start-Up Charter School Board Member Information

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I serve on a variety of boards including to the Batonga Foundation and the International Leadership Foundation.

8. Describe the specific knowledge and experience that you would bring to the board.

I have worked in several to philanthropic engagement -- maintaining aggressive involvement through volunteer work in the areas of global health, education, women and children.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Mission is to provide engineering and technology curriculum at all grade levels and guiding students to path that leads to successful college and post college life.
2. What is your understanding of the school's proposed educational program?
School proposes a robust education program that is directed to to improve academic achievement of a student population consisting of primarily educationally disadvantaged students in the state of Nevada.
3. What do you believe to be the characteristics of a successful school?
Successful school is able to individualize the curriculum for every community and student.
4. How will you know that the school is succeeding (or not) in its mission?
Year to year academic progress of student is the strongest indicator that school is succeeding in its mission.

Governance

1. Describe the role that the board will play in the school's operation.
Volunteer Board members will hire the head of the school and delegate responsibilities.
Board will have fiscal and academic responsibility.
2. How will you know if the school is successful at the end of the first year of operation?
If the school meets all fiscal goals and academic benchmarks and future goals and benchmarks are on track, school will be successful.
3. How will you know at the end of three years of the school is successful?

Start-Up Charter School Board Member Information

Similarly, if all post opening changes are leading to students making year to year academic progress and school has sufficient debt reserve ratio after meeting all obligations. School will be considered successful after year three.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Board needs to ensure that success of students is translated to all demographic and special pops. This step is critical to ensure school is successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
Board has process in place to regularly check any conflict of interest, ethical benchmarks and process to remove a board member if those benchmarks fail.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

x ☐ I / we do not know any such trustees. ☐ Yes

2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.

x ☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

x ☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

x ☐ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or

Start-Up Charter School Board Member Information

agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

☒ I / we do not know any such persons. ☐ Yes

6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

I, Rudy Pamintuan, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.



Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, ____Pioneer Technology & Arts Academy_____,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

Start-Up Charter School Board Member Information

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.



Rudy Pamintuan

Rudy Pamintuan is the Managing Director of Sherman Worldwide where he leads day-to-day efforts of the firm, its business units and all client initiatives – developing, creating and managing projects while overseeing the firm’s efforts. Sherman Worldwide provides clients with advisory and professional services in the areas of international affairs, technology, trade and security.

As an entrepreneur, Rudy has focused on raising foreign investment for American projects – creating US jobs, focusing on real estate development in the hotel, retail and residential industries. His current projects include the refurbishment of the Binions Hotel on Fremont Street in Las Vegas, the development of the Hard Rock Casino in Rockford, Illinois, the development of the Southland Live Casino Resort, a partnership with Delaware North, in Chicago’s Southside and the development of the Tinian Oceanview Resort in the Commonwealth of the Northern Mariana Islands in the Pacific.

Prior, Rudy served as an appointee for President George W. Bush – advising the President on Asian American and Pacific Island issues where he was also tapped to promote KORUS (US-Korea Free Trade Agreement) and CAFTA (Central America Free Trade Agreement). He was appointed to serve on the US Delegation for the 2015 APEC (Asia-Pacific Economic Cooperation) Summit in Makati, Philippines. Recently, Rudy served on the President-Elect Donald J Trump Transition Team.

Rudy is committed to philanthropic engagement -- maintaining aggressive involvement through his volunteer work in the areas of global health, education, women and children. He serves on a variety of boards including to the Batonga Foundation and the International Leadership Foundation. He is the recipient of numerous awards, including the 2011 National WWAAC (Who's Who in Asian American Community) Award.

For the past decade, Pamintuan has served as the senior advisor for the US Cyber Challenge – a national effort to recruit young cyber security enthusiasts to the Federal Government and the US Military.

Rudy Pamintuan is a regular speaker at high profile events and serves as an expert on a variety of topics with the international media. Additionally, he has been a keynote speaker at major gatherings from the White House in Washington, DC to the United Nations in NYC to the Great Hall of the People in Beijing. Rudy currently resides in Henderson, Nevada with his wife and three boys where on his free time volunteers as a middle school boys lacrosse coach and serves as the High School Commissioner for the Southern Nevada Lacrosse Association.

More details on Rudy Pamintuan’s work history can be found at www.linkedin.com/in/rudypamintuan/

Start-Up Charter School Board Member Information

To be completed individually by each proposed charter school board member and member of the Committee to Form (including prospective employees or consultants).

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the SPCSA requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve Pioneer Technology & Arts Academy
2. Full name Shannon Houston
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

I came to the educational space after my first career in Business Administration wherein I managed a Law Practice and a boutique Architectural company. After over a decade of volunteering my time and talents in different capacities at my children's schools, and serving as PTA committee chairs, I decided to follow my passion, returning to University and completing a degree in Education. I hold a Bachelor's of Science in Interdisciplinary Studies/EC-6th ESL Concentration from Texas State University, and a Masters of Education in Teacher Leadership with GTED Concentration from Lamar University. I hold Certifications in STEM education for Launch (PreK-Fifth) and Gateway (6th-8th) from Project Lead the Way. I have successfully worn many hats for PTAA as primary and secondary grade levels STEM/STEAM teacher and Arts Integration. For the past two years I have served as the District STEM/PTECH Coordinator, working with multiple schools' teachers and administrators in this capacity. I have experience in curriculum design and instruction, especially with technology and arts integration, professional

Start-Up Charter School Board Member Information

development, new teacher onboarding, coordination between School faculty/staff, IHE partners, Industry partners and other stakeholders. I recently have worked to develop PTAA's online instruction platform which was thrust upon us in quick order due to COVID-19. This is an iterative process and continues to be refined. As the District Coordinator, I am responsible for planning and facilitating our Leadership and Advisory Board Meetings. Finally and most importantly, I am passionate about empowering our children and meeting the needs of the whole child as well as the success of Pioneer Technology & Arts Academy.

4.

☒ Resume and professional bio are attached.

5. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).

☐ Does not apply to me. ☒ Yes

6. Why do you wish to serve on the board of the proposed charter school?

PTAA school mission and vision aligns with what is needed in Nevada communities, and I would consider it an honor to play a part in the Board that works to provide the PTAA school model to Nevada.

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

It is the professional duty of school boards to serve in all capacities with due diligence and in the upmost ethical way, answerable to the authorizer, community stakeholders, state and federal government to operate in accordance with the purpose and intent of the charter.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on the successful Steering Committee and Interim Board for PTAA/Colorado, as well as a member of the PTAA/Texas PTECH Advisory Board as the Board's PTAA District STEM Coordinator wherein I am the liaison between Charter school faculty/staff, Higher Education and Industry partners. I believe I bring to the table very relevant experience which will benefit the school's board as well as the proposed Nevada charter school.

8. Describe the specific knowledge and experience that you would bring to the board.

I am personally involved and emotionally invested in the growth and development of the best educational program that PTAA can provide. I have worked with PTAA and grown the program in several capacities for the past seven six years and bring to the table the perspective of parent, teacher, administrator and life-long learner in STEM/Arts Integration, technology education advancements.

Start-Up Charter School Board Member Information

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
Pioneer Technology Arts Academy (PTAA) mission is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation. We understand that it is necessary in this ever quickly changing world, to have a strong foundation in Science, Technology, Engineering and Mathematics. It is our mission to prepare each of our students in the best way possible to be tech savvy and workforce ready and prepared to meet their future with confidence and purpose.
2. What is your understanding of the school's proposed educational program?
PTAA schools are college preparatory, STEMK-12 Academies. PTAA schools also belong to a global network (220 schools around the world) of PTECH schools (Pathways in Technology Early College High School). The PTECH model offers students a pathway of study to complete not only their high school degree but up to 60 college credits or complete an Associates degree with an IHE partner as well as earn industry certifications and complete internships with Industry partners, becoming workforce ready and creating a pipeline to in demand STEM jobs.
3. What do you believe to be the characteristics of a successful school?
I believe a strong sense of community, pride and ownership in the program as well as a cohesive desire of success are qualities of a successful school.
4. How will you know that the school is succeeding (or not) in its mission?
PTAA's school model is Data Driven which helps with immediate student support as well as following the year to year academic progress.

Governance

1. Describe the role that the board will play in the school's operation.
Board members are the link between all stakeholders, faculty/staff, students, parents, IHE and Industry partnerships as well as the community.
2. How will you know if the school is successful at the end of the first year of operation?
Academic as well as fiscal success are key benchmarks to ensure school success and progress.
3. How will you know at the end of three years of the school is successful?
The School will be considered successful after three years if enrollment shows consistent growth each year, as grade levels are added, benchmarks set for students are met and surpassed. Stakeholder partnerships are created, retained and strengthened with IHE's, Industry, as well as Community.

Start-Up Charter School Board Member Information

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The PTAA Board will recruit strong leaders and closely follow (data driven) student achievement. It is equally important to stay abreast of advancements in professional development for our teachers, current and proven best practices in all avenues of educational space. Data driven instruction is key meeting the needs our school's students and making necessary adjustments to aid in anticipated progression.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board has processes in place to regularly check for conflicts of interest, as well as ethical benchmarks and processes to remove any board member which may be out of compliance.

Disclosures

1. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
x ☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any person who is proposed to be or you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship.
x ☐ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
x ☐ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
x ☐ I / we do not anticipate conducting any such business. ☐ Yes

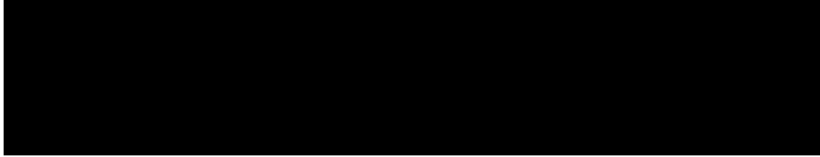
Start-Up Charter School Board Member Information

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school contracts with an education management organization or education service provider, please indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education management organization or education service provider, indicate if you, your spouse or any relative within the third degree of consanguinity or affinity anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or any relative within the third degree of consanguinity or affinity are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.
☒ None. ☐ Yes

Start-Up Charter School Board Member Information

Certification

I, Shannon Houston, certify to the best of my knowledge and ability that the information I am providing to the State Public Charter School Authority as a prospective board member for Pioneer Technology & Arts Academy of Nevada Charter School is true and correct in every respect.



1/2020

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

1. The charter school herein named, Pioneer Technology & Arts Academy,
(name of charter school)

shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.

3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.

4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, 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.

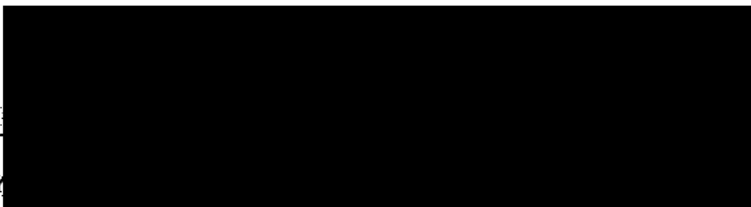
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.

Start-Up Charter School Board Member Information

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.

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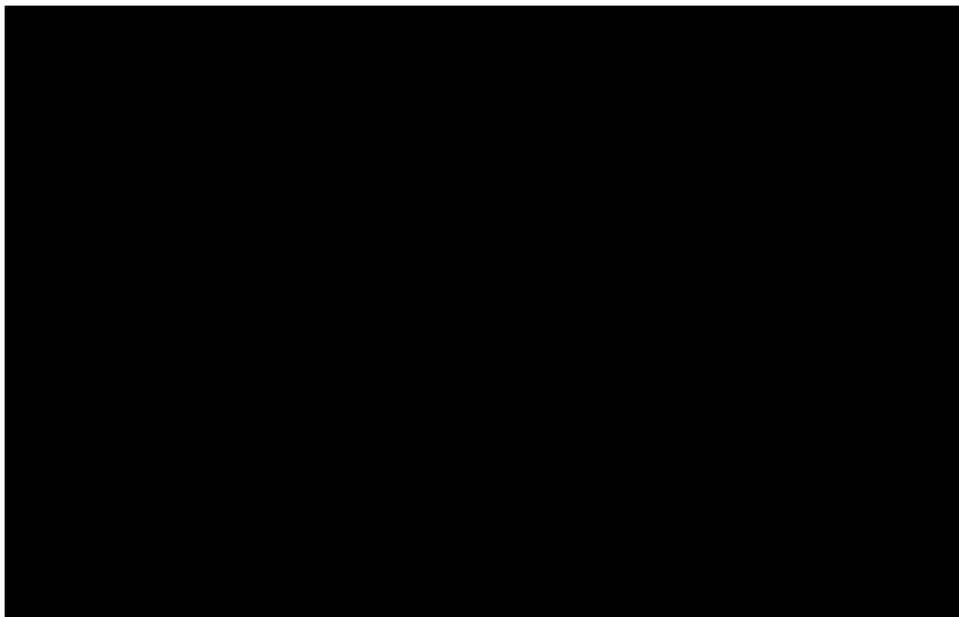
Board Member

Title

7/8/2020

Date

Subscribed and sworn to before me



Shannon Houston



Dedicated, resourceful and goal-driven education leader, with a solid commitment to effective faculty/staff leadership and the academic and social growth and development of each student. Experience in effective administration, training and mentoring teachers in the creation and delivery of effective class instruction, development of differentiated instruction and the blended learning environment. Proficient in development and coordination of business industry partnerships and work based learning. Hosting parent information sessions as well as development of social media, websites and other forms of stakeholder communications. Development and maintenance of District wide Virtual Learning Platform. Strong interpersonal and communication skills to foster meaningful student, staff and school community relationships.

Areas of Distinction

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Blended Learning Environments	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Parent/Teacher/Faculty Communication	WBL/Business Partnerships

Education and Qualifications

Lamar University, Beaumont, Texas

M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012

B.S. Interdisciplinary Studies EC-6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)

Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator, Establishing a strong High School Computer Science Program

2018-19 UTeach Foundations of Blended Learning (30 Hour CPE)

2019 UTeach Computer Science Principles (30 Hour CPE)

Experience

Pioneer Technology & Arts Academy/Colorado, 2019-Present

Campus Administrator and Member of Steering Committee for Application for Charter within District 49, Colorado Springs, Colorado. Successful in the process of research and development of Application to District 49, marketing opportunities to reach the community of El Paso County. Hosted community meetings to introduce the PTAA school model. Facility start up duties and management of newly purchased campus facility.

Pioneer Technology & Arts Academy District, DFW Area, Texas 2018-Present

District STEM and PTECH Coordinator, PTECH Leadership Committee/Advisory Board. Provide guidance and support on educational and instructional methodology in inquiry, project based learning and arts integration curriculum, serving as a resource for faculty and

administrators, both traditional instruction and technology based. Provide support through coaching and professional development on the Blended Learning environment and classroom best practices. Plan and coordinate district STEM/STEAM Fairs and other community outreach events. Coordinate district wide field trips, work based learning opportunities including guest speakers, industry partner mentorships, work site visits, and college and career week. Facilitate monthly district PTECH Leadership Meetings with district campus administrators and DCCCD/IHE partner. Liaison between PTAA campuses, IHE and industry partners to coordinate work based learning opportunities as an integral part of the PTECH program. Design monthly PTECH E-Bulletin magazine to promote community buy in. Maintain District websites, social media, and other communication platforms. Assist Superintendent in writing grants and applications to support campuses.

Pioneer Technology & Arts Academy/Mesquite, Texas 2016-2018

STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade). All classes designed in Blended Learning environment. Piloted the PTAA Intro CS/Microsoft TEALS program as Facilitator (8th-10th Grade). PTECH/Work Based Learning Coordinator, Leadership Committee.

Meadow Oaks Academy, Mesquite, Texas 2013-2016

Upper Primary (3-5) STEM/Science/Social Studies

Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student relationships. Designed and implemented the Meadow Oaks Children's Learning Garden. Project Lead the Way/STEM Lead Teacher K-5 Launch.

Education Associations/Organizations

National Science Teachers Association/NSTA
The Institute for Arts Integration and STEAM
Computer Science Teachers Association/CSTA
Texas Computer Education Association/TCEA

Shannon Houston

- Dedicated, resourceful and goal-driven educator with a solid commitment to the academic and social growth and development of every student
- Effective Coordinator and Leader for Administrative Issues, skilled to develop and implement plans for success
- Accommodating and versatile with the skillset to capture students' imagination and promote success
- Aptitude to remain flexible to ensure all learning styles and abilities are addressed
- Successful interpersonal and communication skills to foster meaningful relationships with students, staff and parents

Areas of Teaching Proficiency

Coordination of Education Programs	STEM/STEAM Curriculum
Creative/Innovative Curriculum Development	Technology Integration
Parent/Teacher Communication	Individualized Education Plans
Project Based Learning	Educating the Whole Child: IQ/EQ
Blended Learning Environments	WBL/Business Industry Coordinator

Education and Qualifications

Lamar University, Beaumont, Texas
M.Ed.: Teacher Leadership/Specializing in GTED

Texas State University, San Marcos, Texas, 2012
B.S. Interdisciplinary Studies EC-6 ESL Generalist

Project Lead the Way/STEM Certifications: Launch (K-5), Gateway (6-8)

Microsoft TEALS Computer Science Program: Co-Teach Facilitator and Campus Coordinator,
Establishing a strong High School Computer Science Program

Teaching Experience

Pioneer Technology & Arts Academy District, DFW Area, Texas 2019-Present

District STEM and PTECH Coordinator, PTECH Leadership Committee

Pioneer Technology & Arts Academy/Mesquite, Texas 2017-Present

STEAM Arts & Technology Teacher (6th-8th Grade) HS Art I/II (9th-10th Grade) Intro CS/Microsoft TEALS Facilitator (8th-10th Grade)

Meadow Oaks Academy, Mesquite, Texas 2014-2017

Upper Primary (3-5) STEM/Science/Social Studies

- Multi-aged and Ability grouped Science, STEM and Social Studies instruction. Developed programs to meet the academic and social needs of each student. Engaged students through use of inquiry based and collaborative learning. Proficient in developing positive student and faculty relationships.
- Designed and implemented the Meadow Oaks Children's Learning Garden
- Project Lead the Way/STEM Lead Teacher/Launch K-5

Rockwall ISD, 2013-2014, Rockwall, Texas Full time Substitute Teacher (Grades K-8)

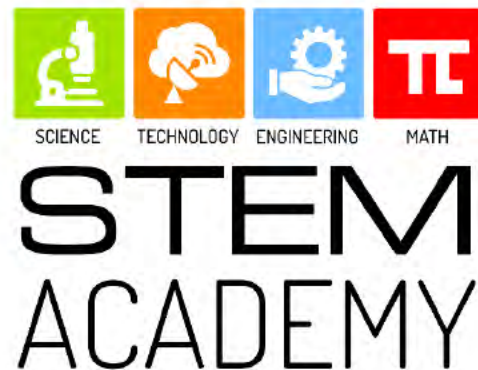
Alamo Heights ISD, San Antonio, Texas 2008-2012 Substitute Teacher and Student Teacher (Grades K-5)



PTAA/Nevada

ATTACHMENT 11

Teacher Evaluation Tool



PTAA-Nevada

This is work in progress document. This will be continuously worked on during Incubation Year.

November 17, 2020

RE: Nevada Educator Performance Evaluation System (NEPF)

Pioneer Technical Arts Academy- Nevada will adopt the Nevada Department of Education Teacher Appraisal System. All board members, administrators, and teachers will be trained on the appraisal system and processes. The NEPF aligns perfectly with the mission and vision of PTAA-Nevada in growing and sustaining highly effective teachers.

Training Timeline 2021-2022

Activity	Date Timeline
Administrator Training- Superintendent, Principal, Assistant Principal, Instructional Coach	February – May 2021
Board Members	May- July 2021
Teachers	May-August 2021
Teacher Support	2021-2022 (Ongoing throughout the year)

Nevada Department of Education

NEVADA EDUCATOR PERFORMANCE EVALUATION SYSTEM (NEPF)

2019 – 2020 Principal Supervisor, School Administrator, & Teacher Protocols



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Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- “All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system;
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves;

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth.
- Goal 2: Improve educators’ effective instructional practices.
- Goal 3: Inform human capital decisions based on a professional growth system.
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership for their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.”

Main Purposes of the Evaluation Framework

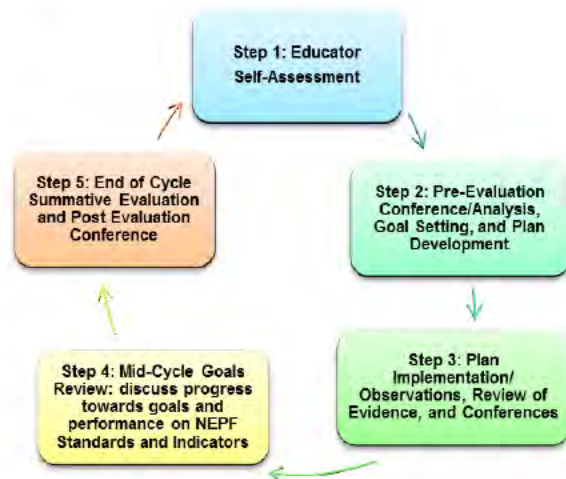
The overall purpose of Nevada's Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

- The professional development needs of educators (*goals 1, 2, 3 & 4*)
- Information on which to base human capital decisions including rewards and consequences (*goal 3*); and
- Whether educators are:
 - Using data to inform decision making (*goals 1, 2 & 4*)
 - Helping students meet achievement targets and performance expectations (*goals 1 & 4*)
 - Effectively engaging families (*goals 1 & 2*)
 - Collaborating effectively (*goals 1, 2, & 3*)

The Evaluation Cycle

The evaluation cycle is a year-long process with multiple components. The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework.

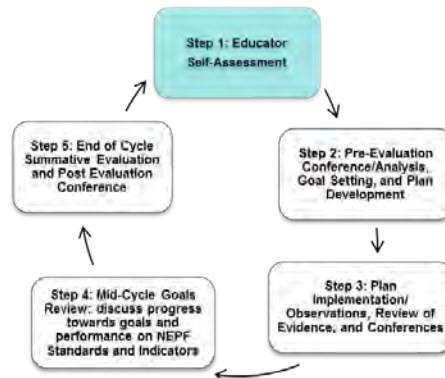
Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the entire Rubric with Standards, Indicators, Performance Level and Evidence pages, and access to the current year NEPF Protocols document outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference Analysis, Goal Setting, and Plan Development	Early Fall
Step 3: Observations and Conferences, Plan Implementation and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Post-Evaluation Conference and End-of-Cycle Summative Evaluation	Late Spring/Summer



Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done *with* educators, not *to* them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

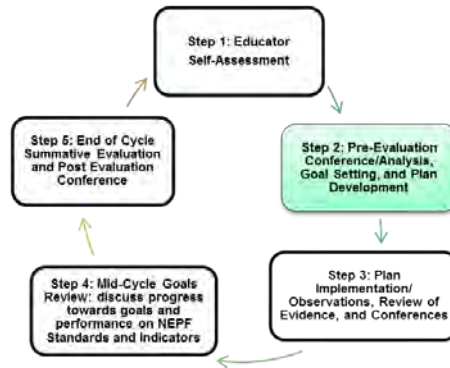
✓ **Self-Assessment:**

Using the **Self-Assessment Tool** and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

✓ **Goal Setting:**

The educator uses the **Goal Setting and Planning Tool** to:

- Set proposed goals, including but not necessarily limited to:
 - One Student Learning Goal (SLG), and
 - One Professional Practice Goal (PPG) related to improving the educator's own practice that *supports the achievement of the SLG*.
- Develop action steps for each goal.
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Analysis, Goal Setting, and Plan Development

The second step of the evaluation cycle includes joint goal setting and plan development. During the Pre-Evaluation Conference, the educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals and Educator Plan as needed. The Plan should create a clear path of action to support the educator's professional growth and improvement, align with school and district goals, leverage existing professional development and expertise from within the school/district, and include proposed evidence.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status.

Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only. **However, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF.**

✓ Goal Setting and Planning:

The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal (see Appendix A), Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

✓ Student Learning Goal:

The educator and evaluator discuss the proposed SLG and use the **criteria column of the Goal Setting and Planning Tool to review goal requirements**, revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale (see Appendix A for details). The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1-4. Expectations must be clear to both the evaluator and educator.

✓ Professional Practice Goal:

The educator uses the **Self-Assessment Tool** and/or previous evaluation to identify and set a professional practice goal. The **goal should align with and provide support for the SLG.**

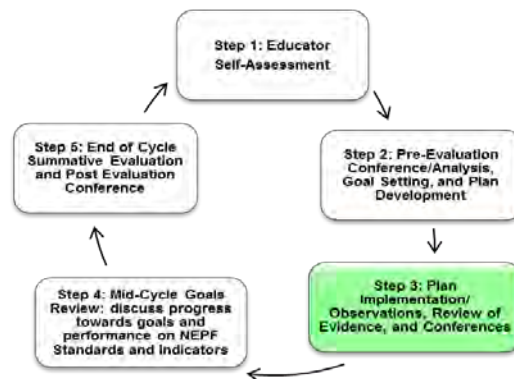
✓ **Rubrics Review:**

The educator and evaluator review the rubrics to address questions, such as:

- Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context? (Example: If several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning Making through Discourse and Other Strategies?) **NOTE:** Per SB 475 (2019), there must be, “consideration of whether the classes for which the employee is responsible exceed the applicable recommended ratios of pupils per licensed teacher prescribed by the State Board pursuant to NRS 388.890 and, if so, the degree to which the ratios affect: (1) The ability of the employee to carry out his or her professional responsibilities; and (2) The instructional practices of the employee.”
- Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?
- Are there any Indicators that previous performance identified as an area for growth, and will need to be a specific focus for part or all of the year?

✓ **Goals and Plan Confirmation:**

The evaluator analyzes the educator’s proposed Student Learning Goal and Professional Practice Goal alongside the NEPF rubrics. The educator and evaluator agree on the goals to be included in the Plan and the evidence to be used to determine performance levels on each Indicator.



Step 3: Plan Implementation – Observations, Review of Evidence, and Conferences

The third step of the evaluation cycle is implementing the Educator Plan. For the duration of the cycle, the educator pursues the attainment of high level performance on **all** Standards and Indicators to support the Student Learning and Professional Practice Goals identified in the Plan. The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance and progress toward goals through multiple sources.

A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards. Additionally, the educator may choose to collect evidence for review throughout the cycle, **but should not create artifacts specifically for the evidence review.** Educators should use documents that occur as part of the everyday practice.

The Plan provides a foundation for dialogue, collaboration, and action. The educator uses the Plan as a roadmap for improvement, completing the action steps to make progress toward Student Learning and Professional Practice Goals. The evaluator uses the Plan to drive appropriate and timely support for the educator. Both continue to use the **Pre/Post-Observation Conference Tools**, the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor progress toward goals, and determine evidence to review.

✓ **Plan Implementation:**

The educator, with the support of the evaluator, implements the Plan.

✓ **Evidence Review:**

- The evaluator reviews evidence described in the plan and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool**.
- The evaluator reviews evidence to identify corresponding NEPF Standards and Indicators.
- Observations are **NOT** scored

✓ **Observation and Conference Process:**

- For scheduled observations only, the educator and evaluator use the **Pre/Post Observation Conference Tool** to discuss the upcoming observation. **NOTE:** The questions on the tool are a guide, and all questions are not required for every observation.
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool** the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** to discuss the observation, provide feedback, and identify professional learning needs.

Frequent observations provide invaluable insight into the educator's performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator's practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** to document the reviewing of evidence for both types of observations. **NOTE:** Observations are **NOT** scored.

Figure 3: Differentiated Evaluation Cycle

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
<ul style="list-style-type: none"> • Probationary educators in Year One of their initial or additional probationary period OR • All educators whose previous year rating was ineffective or developing 	1 time per year	<ul style="list-style-type: none"> • 3 scheduled observation cycles (minimum) • supervising administrator must conduct 2 of the 3 required observations
<ul style="list-style-type: none"> • Probationary educators whose immediately preceding year rating was effective or highly effective 	1 time per year	<ul style="list-style-type: none"> • 2 scheduled observation cycles (minimum) • supervising administrator must conduct 1 of the 2 required observations
<ul style="list-style-type: none"> • Probationary educators whose rating for two consecutive years were effective or highly effective OR • Post-probationary educators whose previous year rating was effective or highly effective 	1 time per year	<ul style="list-style-type: none"> • 1 scheduled observation cycle (minimum) • supervising administrator must conduct the 1 required observation
<ul style="list-style-type: none"> • Post-probationary educators with rating of Highly Effective for the two immediately preceding years 	no summative evaluation for 1 year	<ul style="list-style-type: none"> • 1 scheduled observation cycle (minimum) • supervising administrator must conduct the 1 required observation

Figure 4: Required Evaluation Components & Timeline per NRS 391.675-391.730

Evaluation Component	Probationary educators in Year One of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of Highly Effective for the two immediately preceding years
Self-Assessment, Goal Setting & Plan Development	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
Observation Cycle(s) • Pre-observation conference • Observation(s) • Post-observation conference	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction • 3rd scheduled observation must occur after 80 days but within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • 1st scheduled observation must occur within 40 days after the first day of instruction • 2nd scheduled observation must occur after 40 days but within 80 days after the first day of instruction 	<ul style="list-style-type: none"> • The observation must occur within 120 days after the first day of instruction 	<ul style="list-style-type: none"> • The observation must occur within 120 days after the first day of instruction
Evidence Review & Conferencing	Following each observation cycle	Following each observation cycle	Following each observation cycle	Following each observation cycle
Mid-Cycle Goal(s) Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
Summative Evaluation & Conference	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	The Performance Rating is assigned based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

Observation Process: The observation cycle consists of a Pre-Observation Conference with the educator and the evaluator, an observation based on the Standards, and a Post-Observation Conference. The Pre- and Post-Observation Conferences include guiding questions and potential evidence review, as requested by the evaluator.

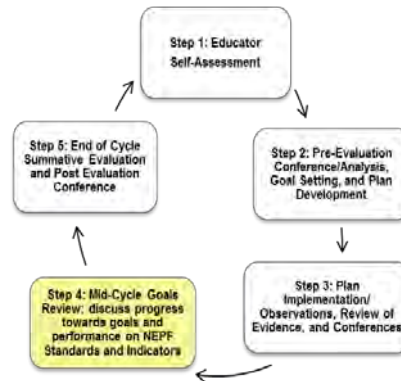
Pre-Observation Conferences: Each scheduled observation is preceded by a Pre-Observation Conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the **educator being evaluated leads these discussions** and provides the rationale for the basis of his/her instructional practices. Prior to engaging in this step of the process, it is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Post-Observation Conferences: Following all observations, the Post-Observation Conference should be a joint discussion between the educator and evaluator. This is a time during which the **evaluator provides explicit feedback on performance**, and identifies and discusses professional learning needs.

Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.

“Scheduled” (announced) observations are those observations for which prior notice is given and a Pre-Observation Conference has been held. The minimum number of scheduled observations is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes.

“Unscheduled” observations follow the same procedure as scheduled observations, with the exception of the requirements for a Pre-Observation Conference and the minimum twenty-minute duration for educators. Best practices suggest more frequent observations paired with brief reflective conferences support greater improvement of instruction. **Post-Observation Conferences for scheduled and unscheduled observations can be combined into a single meeting, regardless of the length of time between the observations.** Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Observations may be conducted by other authorized personnel. The quantities of scheduled observations that must be conducted by the *supervising administrator* are outlined in Differentiated Evaluation Cycle graphic (Refer to Figures 3 and 4 above).



Step 4: Mid-Cycle Goals Review

The fourth step is a Mid-Cycle Goals Review. A conference should be held mid-year to discuss educator progress towards attaining goals and performance on all NEPF Standards and Indicators.

This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice, and/or goals, as necessary. The Mid-Cycle Goal Review is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. The educator and evaluator review identified evidence. If appropriate, the educator and evaluator may choose to revise the SLG at this time. In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required (NRS 391.695 & 391.715) to address areas of concern. Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator [NRS 391.695 1(e)] and to describe the actions that will be taken to assist the educator.

✓ Progress Review:

At mid-cycle, the evaluator analyzes the data and evidence reviewed to date and shares an assessment of progress on the goals detailed in the **Goal Setting and Planning Tool**.

✓ Mid-Cycle Conference:

Educator and evaluator develop a shared understanding of progress made toward each goal and the educator's performance on the Standards and Indicators. The evaluator will identify mid-course adjustments if needed.



Step 5: End-of-Cycle Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. Thoughtful summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

✓ Scoring of Educational Practice Category:

- The evaluator reviews the tools and relevant evidence reviewed throughout the cycle for the purpose of determining performance levels (PL) for each of the Indicators.
- The evaluator uses the data from the **Observation/Evidence Review Tool** documented throughout the cycle to identify the PLs for each Indicator and inputs them into the **Summative Evaluation Tool**. PL levels selected may range from 1-4 (whole numbers only).
- The Indicator PLs are then used to calculate the score for each Standard. This is done by averaging all PLs for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership(principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.
- The final Educational Practice score is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities scores on the **Summative Evaluation Tool**.

✓ Scoring of Student Performance Domain:

Student performance is an important part of the evaluation and is measured via the **Student Learning Goal Protocols**. The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine a SLG score of 1-4 based on the progress made toward previously set targets. For the 2019-2020 school year, this number is then weighted at 15% and becomes the Student Performance Domain score of the Summative Evaluation.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for

post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. Turnaround school is defined as a school that has been determined to be turnaround pursuant to NRS 388G.400 only.

✓ **Evaluation Conference:**

During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool**.

Once final scoring ranges are recommended by the TLC and approved by the State Board, the table below will be updated to show the scoring ranges used to determine the final rating for teachers, school level administrators, and principal supervisors for the 2019-2020 school year.

Figure 5: 2018-2019 NEPF Scoring Ranges

Overall Score Range	Final Rating
3.6-4.0*	Highly Effective
2.8-3.59*	Effective
1.91-2.79*	Developing
1.0-1.9*	Ineffective

* Score Ranges to be updated for 2019-2020 pending approval by the Nevada State Board of Education.

Educators must:

- Demonstrate one of the three highest SLG rubric scores (score of 2, 3, or 4) to be eligible to receive an Effective summative rating
- Demonstrate one of the two highest SLG rubric scores (score of 3 or 4) to be eligible to receive a Highly Effective summative rating
- For those who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year. During the subsequent school year, educators who have met this criterion will continue to participate in the observation cycle for formative evaluation and professional growth purposes.

NOTE: NRS 391.725 describes the statement that must be included on the evaluation of a probationary educator if he or she is to receive a rating of ‘Ineffective.’

The statement reads as follows:

“Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an ‘ineffective’ evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance.”¹

¹ NRS: CHAPTER 391 - PERSONNEL. (n.d.). Retrieved July, 2018, from <https://www.leg.state.nv.us/NRS/NRS-391.html>

Glossary

All Students – The NEPF Teacher Instructional Practice Rubric states that, “‘all students’ refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES).” The approved training materials from the Regional Professional Development Programs clarify that, “A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status” (Refer to Appendix D.)

Data – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance.

Educator – Within the NEPF frameworks, the term educator refers to any licensed professional providing services to pupils through the school system. This term is inclusive of teachers, principals and other school leaders, and principal supervisors.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to make judgments regarding performance.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions.

High Leverage Standards – The identified standards, or main objectives of effective educators, as identified by the Nevada TLC.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the high leverage standard or professional practice being measured.

Level – The position or rank of an educator’s performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – Used to assess educator performance on any standard. Examples of measures could be the Nevada CRT or a specific classroom observation rubric.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard

Professional Learning – The process by which educators’ competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- **Intra-rater** – the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- **Inter-rater** – the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- **Internal consistency** – the degree to which individual components of an assessment consistently measure the same attribute
- **Test / Retest** – the degree to which an assessment of the same educator yields the same result over time

Standard – Clearly defined statements and/or illustrations of what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals.

Standard Score – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Teachers and Leaders Council (TLC) – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee; the Chancellor of the Nevada System of Higher Education, or his or her designee; four public school teachers; two public school administrators; one superintendent of schools; two school board members; one representative of the regional professional development programs; one parent or legal guardian; one school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed; and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure.

Weight – The adjustment of a given measure to reflect importance and/or reliability that determines the influence of the overall performance rating.

Appendix A – GOAL SETTING PROTOCOLS

STUDENT LEARNING GOALS – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long term goal for students, measuring the long term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the “most important” content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teacher skill. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student need.

STUDENT LEARNING GOALS – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.

STUDENT LEARNING GOALS – Principal Supervisors

The SLGs serve much the same purpose for principal supervisors as for school administrators and teachers. Collaboration among district administrators helps to ensure that the SLGs are aligned with the district vision. Principal supervisors review student academic and social data at their school sites, select a long term goal for students, provide the instructional leadership to help their principals and schools improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Principal Supervisors are responsible for providing feedback and support required for

administrators to successfully impact their school culture, climate, and organizational structure that subsequently allows teachers to perform at their most effective levels.



SLG Process

Student Learning Goals are not just about the goal that an educator sets for their students, they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation aligns with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below:

Step 1: Develop and approve the SLG using the **Goal Setting and Planning Tool**

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessments that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft SLG and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

Step 2: Monitor the progress

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator make adjustments to SLG at **Mid-Cycle Goal Review** if necessary

Step 3: Evaluate

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric
- Educator and evaluator reflect on process and results to improve student learning and educator practice

Step 1: Develop and approve the SLG

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. When possible, educators should work together (e.g. in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each **teacher should set specific targets based upon his or her own students' baseline knowledge and skills**. When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. **Tiered targets may be necessary to address the needs of all students** in the class (e.g. students performing in the lowest third of the class may have an end of course target set lower than students performing at higher levels on the baseline assessment).

The SLG must be approved by the evaluator. The **Goal Setting and Planning Tool** is used to guide the process. The main questions the evaluator should ask are:

- Is the goal focused on the right standards/material?
- Do the performance targets represent an appropriate amount of student learning for the specified interval of instruction?
- Do the assessments identified meet the criteria outlined below?
- Will the SLG assessments provide the information needed to determine if the goal has been met?

Step 2: Monitor the progress

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle. The **Mid-Cycle Goal Review** is the time when the educator and evaluator formally meet to discuss students' progress toward the SLG, and the educator's performance to date. At this time, the educator and evaluator may choose to revise the SLG if appropriate and/or the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/instructional leadership guidance.

Step 3: Evaluate the progress

Near the end of the evaluation cycle, students are assessed and results are then compared to expectations set in the SLG. Based on previously set targets, the SLG Scoring Rubric is used to determine the educator's score from 1-4 (Refer to Figure 6 below). This number becomes the raw Student Performance Domain score of the Final Summative Evaluation. The evaluator and educator discuss this information during the Final Summative Evaluation Conference for the purposes of reflection, and to inform the improvement of the process for the following school year.

Figure 6: Student Learning Goal Scoring Rubric

SLG Scores	Score Descriptors
High = 4	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth and high impact for all or nearly all students.
Moderate = 3	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for most students.
Low = 2	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth and impact for some students.
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.

NOTE: State law requires that the evaluation of a probationary educator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of educators at a school designated as a turnaround school (NRS 388G.400) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (NRS 391.695 and 391.715)

Student Learning Goals – Choosing Quality Assessments

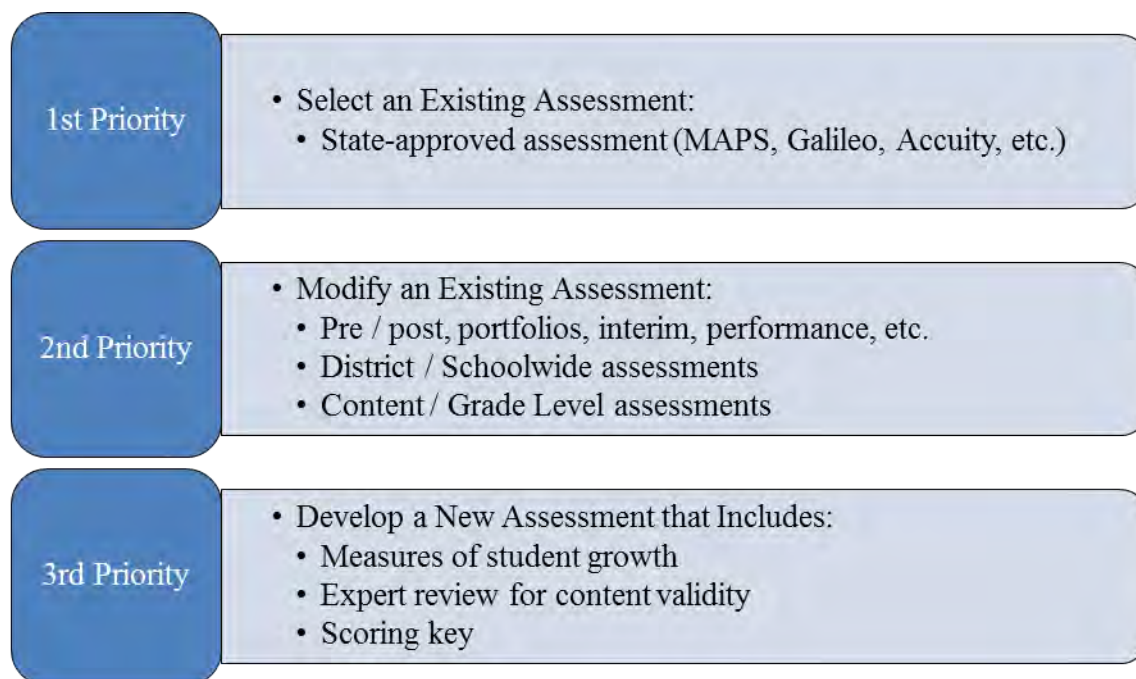
Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. The Teachers and Leaders Council has recommended, and the State Board of Education has approved and adopted, regulations regarding the criteria for assessments used to measure progress toward the SLG. R138-17 adopted May 16, 2018 requires that the **assessments must show ALL of the following**:

- Alignment with content standards/NVACS and curriculum
- Alignment with the intended level or rigor
- Psychometric quality of validity, and reliability to as high degree as feasible; and
- Monitoring includes alignment, instrument security, reliability, validity, comparability, feasibility and scoring

Additionally, evaluators will use the Priority Levels to guide the selection of the most appropriate type of assessment to use when measuring student progress toward the SLG. If available and appropriate:

- Priority 1 Assessments should be the first choice of assessment,
- Priority 2 Assessments should only be used if Priority 1 Assessments are not available or appropriate for use; and
- Priority 3 Assessments should only be used if no other option is available or feasible.

Figure 7: Assessment Priority Levels

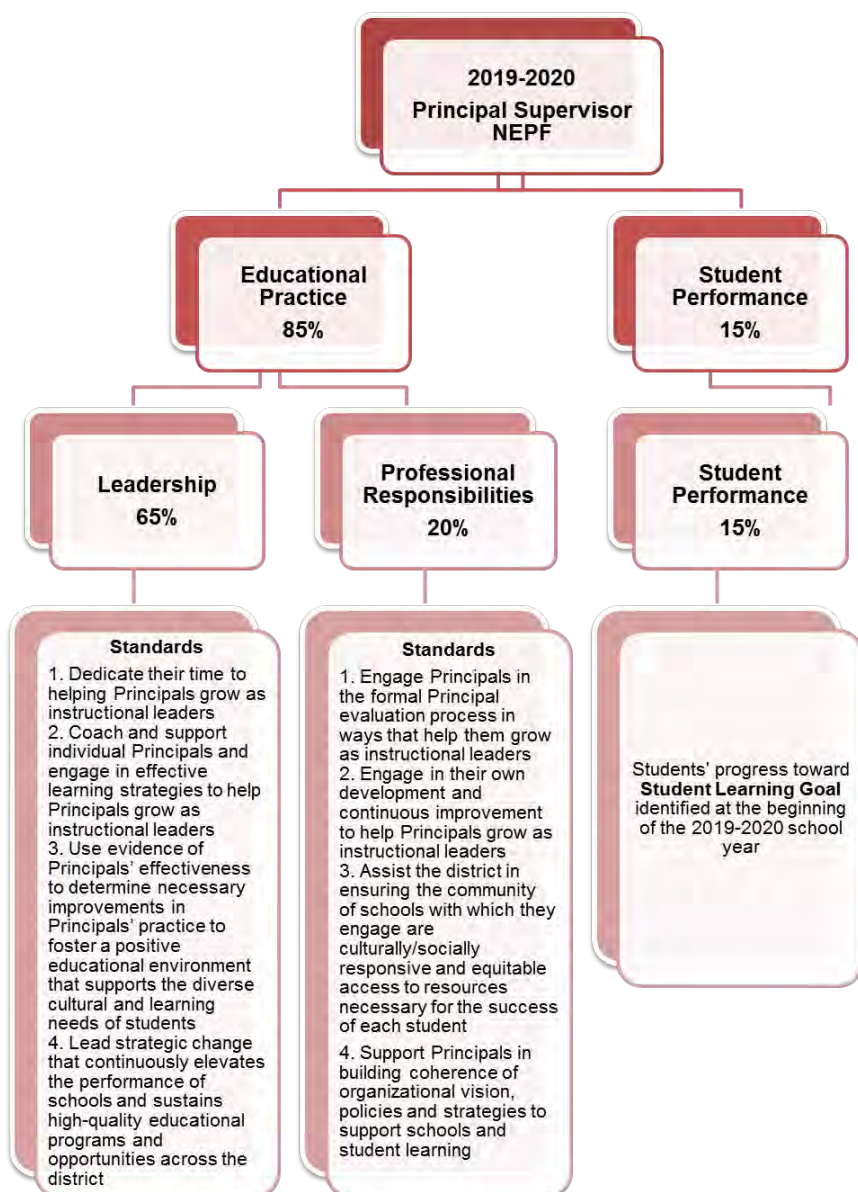


Appendix B – Principal Supervisor Framework

Overview of the Framework

The NEPF for Principal Supervisors consists of two categories and three domains. The Educational Practice Category consists of the Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 8: 2019-2020 Principal Supervisor Framework



Leadership and Professional Responsibilities Domains

The Principal Supervisor Framework aligns in structure and orientation to both the Teacher and School Administrator Frameworks. The Leadership Domain sets the parameters for measuring administrator behavior to be an active supporter of the instructional leader, while also specifically monitoring their performance. The Professional Responsibilities Domain addresses the standards for responsibilities that support improvements in principals', and subsequently teachers', practice and likelihood of success. This alignment with the School Administrator and Teacher Framework ensures that principal supervisors are evaluated on their ability to provide the structural support and feedback to help these educators improve their practice.

The Principal Supervisor Standards and Indicators were developed through the adoption of the 2015 national model standards from the Council of Chief State School Officers (CCSSO), known as the Model Principal Supervisor Professional Standards. Based on these standards, and in an effort to align with the School Administrator and Teacher Frameworks, the Teachers and Leaders Council (TLC) identified the four high-leverage Leadership Standards identified below. As with the Teacher and School Administrator Frameworks, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

Principal Supervisor Leadership Standards and Indicators

Standard 1: Principal Supervisors dedicate their time to helping Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor spends time in schools observing Principals and the effects of their leadership efforts
- **Indicator 2:** The Principal Supervisor communicates effectively with Principals and explains reasoning and research behind decisions and actions
- **Indicator 3:** The principal supervisor develops efficient approaches and connections with other central office functions to minimize their time spent on activities unrelated to principal development
- **Indicator 4:** The Principal Supervisor monitors their use of time to ensure they are spending most of it in school developing Principals as instructional leaders.

Standard 2: Principal Supervisors coach and support individual Principals and engage in effective learning strategies to help Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor uses evidence to provide Principals timely, actionable feedback on their work as instructional leaders
- **Indicator 2:** The Principal Supervisor supports Principal development as instructional leaders through coaching, supervision and connections to resources
- **Indicator 3:** The Principal Supervisor provides or arranges differentiated learning opportunities to build Principals' capacity as instructional leaders
- **Indicator 4:** The Principal Supervisor builds relationships with Principals based on common goals, support, and mutual accountability

Standard 3: Principal Supervisors use evidence of Principals' effectiveness to determine necessary improvements in Principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students

- **Indicator 1:** The Principal Supervisor gathers qualitative, quantitative and observational evidence about Principals' capacity ensuring diverse learners' needs are met
- **Indicator 2:** The Principal Supervisor uses evidence from a variety of sources to assess current levels of Principals' proficiency for managing change and ensuring equitable student access to appropriate, rigorous learning
- **Indicator 3:** The Principal Supervisor supports, through coaching, Principals' implementation of leadership strategies to manage change and improve equitable student access to appropriate, rigorous learning
- **Indicator 4:** The Principal Supervisor operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status

Standard 4: Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district

- **Indicator 1:** The Principal Supervisor uses evidence from a variety of data sources to identify areas of need in each school and common needs across schools in the district
- **Indicator 2:** The Principal Supervisor works with the Principals and central office administrators to determine better strategies and enact change that addresses common needs and results in increased performance
- **Indicator 3:** The Principal Supervisor provides feedback to central office staff about ways to improve services that support Principals, schools, and student learning
- **Indicator 4:** The Principal Supervisor works with central office administrators to drive changes to the district vision, strategies and policies so they better support student learning and continuous improvement

Principal Supervisor Professional Responsibilities Standards and Indicators

Standard 1: Principal Supervisors engage Principals in the formal Principal evaluation process in ways that help them grow as instructional leaders

- **Indicator 1:** The Principal Supervisor gathers high quality qualitative, quantitative and observational evidence about Principals' capacity for instructional leadership
- **Indicator 2:** The Principal Supervisor communicates and models how the NEPF evaluation process supports Principal's growth as instructional leader
- **Indicator 3:** The Principal Supervisor collaborates with Principals to identify leadership strengths and weaknesses, determines actions and supports needed to improve their practice, and develops a professional learning plan for achieving their goal
- **Indicator 4:** The Principal Supervisor supports Principals in reaching their goals by monitoring progress, conducting formative assessments, providing feedback, and revising elements of the professional learning plan as needed

Standard 2: Principal Supervisors engage in their own development and continuous improvement to help Principals grow as instructional leaders

- **Indicator 1:** The Principal Supervisor uses feedback and data from multiple sources (e.g., Principals, Supervisor, and Principal Supervisor colleagues) to reflect upon personal strengths and weaknesses and determine needed professional learning

- **Indicator 2:** The Principal Supervisor seeks opportunities to increase their own professional knowledge in an effort to remain current on school leadership support, educational research and evidence-based practices
- **Indicator 3:** The Principal Supervisor sets pertinent and measureable professional learning goals to improve their leadership practice

Standard 3: Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and equitable access to resources necessary for the success of each student

- **Indicator 1:** The Principal Supervisor models and advocates for fair, equitable, and appropriate leadership practices with Principals, with particular emphasis on student achievement, equity and social justice
- **Indicator 2:** The Principal Supervisor ensures Principals are aware of schoolwide access to the full range of integrated services to meet the diverse cultural and learning needs of each student
- **Indicator 3:** The Principal Supervisor exhibits cultural competency in interactions and decision-making within the school and to high-quality instructional practices
- **Indicator 4:** The Principal Supervisor follows policies, regulations, and procedures specific to role and responsibilities

Standard 4: Principal Supervisors support Principals in building coherence of organizational vision, policies and strategies to support schools and student learning

- **Indicator 1:** The Principal Supervisor examines school-level goals and strategies to promote achievement and equity for students and ensure alignment with district vision, policies, and strategies to inform Principal evaluation and coaching
- **Indicator 2:** The Principal Supervisor assists Principals in learning to allocate school resources in ways that best support staff and meet their school's needs
- **Indicator 3:** The Principal Supervisor gathers and provides feedback to district leaders regarding district goals, policies, and strategies to support the work of Principals and student learning
- **Indicator 4:** The Principal Supervisor provides feedback on the effectiveness of the district's systems to support school-level leaders

Student Performance Domain

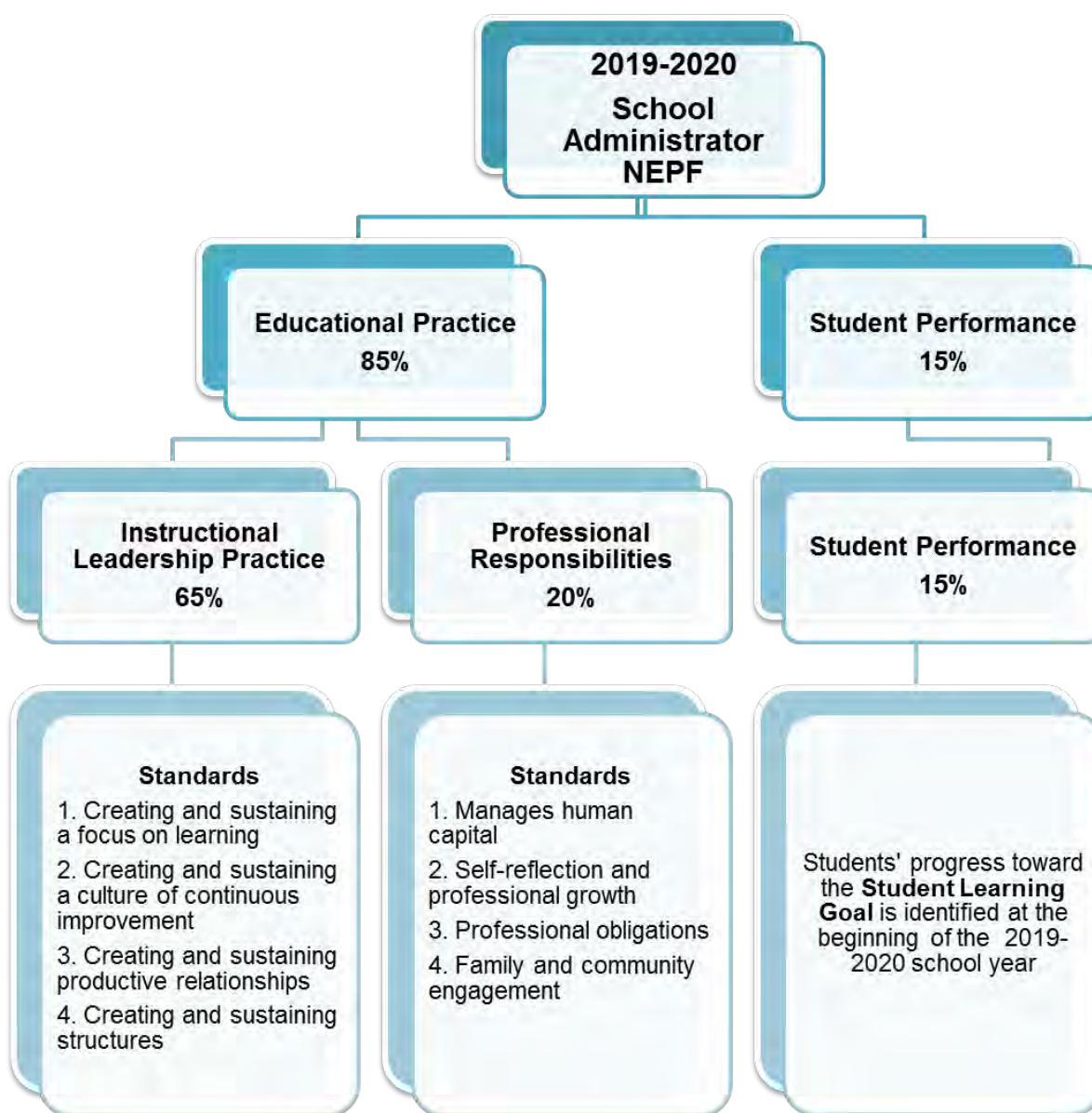
The Principal Supervisor evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts. The 2019-2020 Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix C – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Instructional Leadership Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 9: 2019-2020 School Administrator Framework



Instructional Leadership and Professional Responsibilities Domains

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Practice Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and sustaining a focus on learning

- **Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and sustaining a culture of continuous improvement

- **Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Creating and sustaining productive relationships

- **Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.
- **Indicator 4:** The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and sustaining structures

- **Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- **Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- **Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions.
- **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance Domain

The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

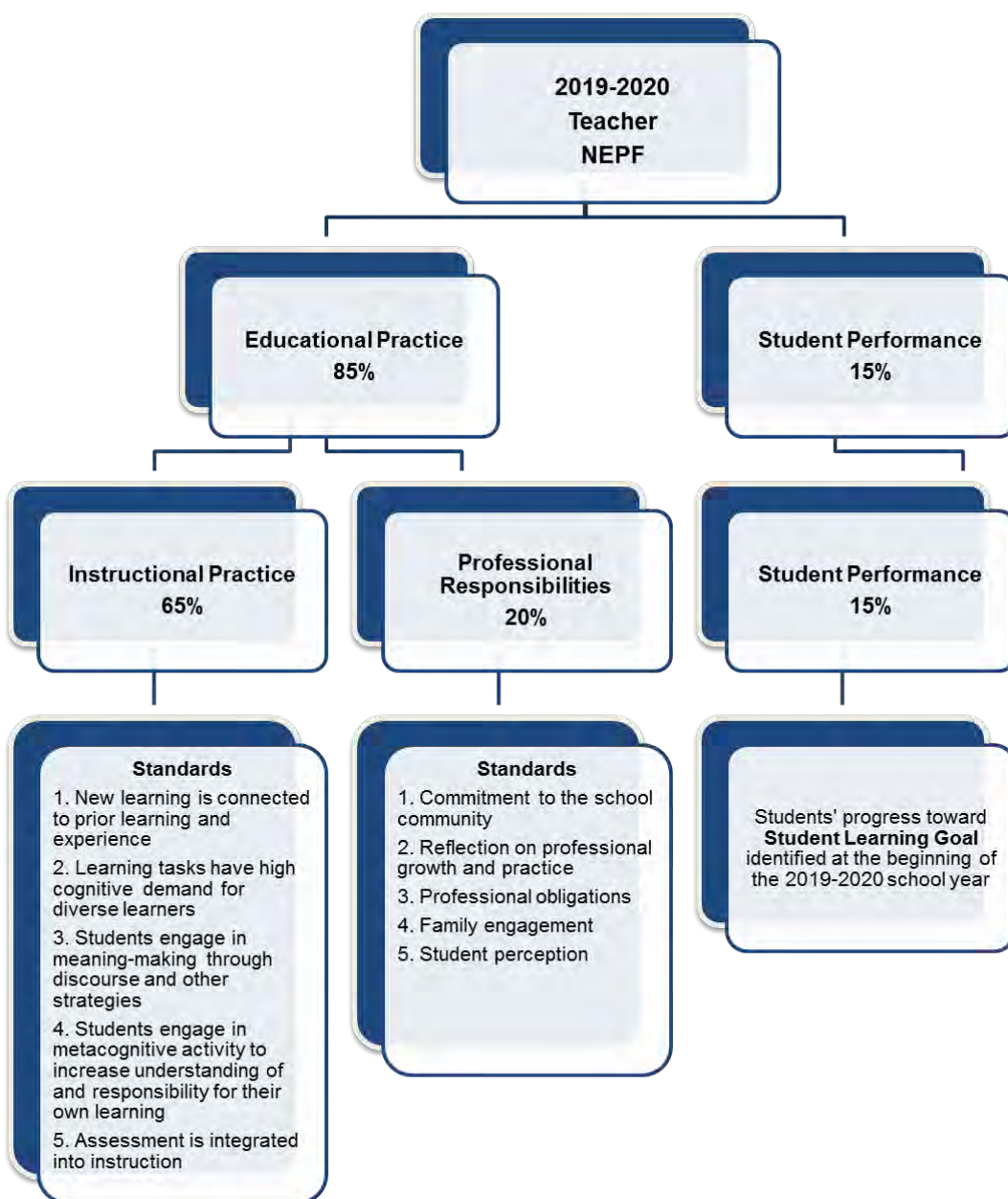
The passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The **2019-2020** Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix C – TEACHER FRAMEWORK

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education. For the 2019-2020 school year, the Instructional Practice Domain is weighted at 65% while the Professional Responsibilities Domain is weighted at 20% and Student Performance Domain is weighted at 15%.

Figure 10: 2019-2020 Teacher Framework



Instructional Practice and Professional Responsibilities Domains

The Teacher Framework assesses teacher performance across the two overarching categories of Educational Practice and Student Performance. The two domains that comprise Educational Practice are Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes vs. processes.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

- **Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills.
- **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students.
- **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students.
- **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners

- **Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills.
- **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student.
- **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills.
- **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- **Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations.
- **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships.
- **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- **Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students.
- **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.

Standard 5: Assessment is Integrated into Instruction

- **Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status.
- **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria.
- **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students.
- **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2:** The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- **Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- **Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- **Indicator 1:** The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress.
- **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- **Indicator 1:** The students report that the teacher helps them learn.
- **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment.
- **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance Domain

The teacher evaluation system contains a Student Performance Domain, which includes data reflecting student growth over time and proficiency. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. However, many variables affect the relationship between student growth and educator performance. There are many technical issues surrounding the calculation of student growth and available measures that are both constructive and contain the technical qualities needed to make high-stakes decisions. As new educator evaluation models are implemented, advances in research and best practices are anticipated. The Nevada approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Recommendations concerning measures of student growth for use in individual educator evaluations will be made after a close examination of the limitations of currently available assessments, data availability and integrity, and technical limitations.

The passage of AB320 during the 2017 Legislative Session removed the statewide assessment data from an educator's evaluation. However, the local district determined measures remain in the form of the Student Learning Goal. The **2019-2020** Student Performance Domain includes a Student Learning Goal (SLG) score determined by SLG Scoring Rubric after the progress toward the SLG is measured by District-determined assessments. This score is weighted at 15%. Details on this process are included in Appendix A.

Appendix D – KEY WORDS IN THE DESCRIPTORS OF PERFORMANCE*

LEVEL 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach the all student status.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers, and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor “the teacher uses effective strategies to help students see connections and relationships between previous and present learning” (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students’ individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

LEVEL 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher’s intention to address all students’ initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher’s practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher’s intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, “generally engages

student thinking” and “generally supports their understanding” indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding, but has not reached the standard indicated by ‘effective’ – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, “student reflection is generally unrelated to learning goals...” (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and in this category it conveys that the teacher has provided enough information, or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1:Indicator3)

LEVEL 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, “performance criteria are insufficiently specified” indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students’ initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher “uses limited strategies” indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are “only limited opportunities” for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students’ understanding (Standard 3: Indicator 3).

LEVEL 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students’ initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

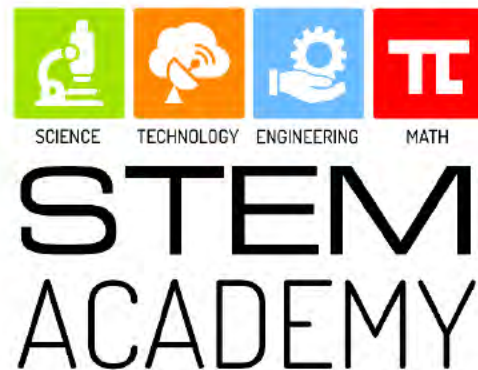
*From approved Regional Professional Development Program training materials found here: http://rpd.net/admin/images/uploads/resource_12292.pdf



PTAA/Nevada

ATTACHMENT 13

Evidence of Demand from
Prospective Students and Families



Community Surveys done to Gauge interest on PTECH
Programs, STEM Programs and Multilingual Program

Participation from Over 230 Families

Families contacted through:

1. Facebook
2. Website
3. CCSD Schools
4. Saint Christopher School
5. 100 Academy school
6. Nevada Prep School

Survey Results are attached.

School Improvement Survey

1. Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Our school improvement plan offers an option for students to receive an Associate in Arts or Associate in Applied Sciences degree at no cost to the student, would it be in their interest?

- ☐ Yes/Si
- ☐ No/No
- ☐ Maybe/Tal vez

2. Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Our school improvement plan offers three STEM pathways, which of these pathways interests you?

- ☐ Information Technology/Tecnologías de la información

0 of 8 answered

☐ Pre-Med/Pre-médico

☐ All three/Los tres

3. If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? If your student had the opportunity to receive up to 60 hours of college credit, would you be interested in that?

☐ Yes/ Si

☐ No/ No

☐ Maybe/ Tal vez

4. Our school improvement plan offers industry-based certifications, would this be of interest to you?
Our school improvement plan offers industry-based certifications, would you be interested in this?

☐ Yes/ Si

☐ No/ No

☐ Maybe/ Tal vez

5. In our school improvement plan students have the

0 of 8 answered

language do you prefer? In our school improvement plan, students have the option to receive language languages, which language do you prefer?

- ☐ Spanish/ Español
- ☐ Mandarin/ Mandarín
- ☐ Neither/Ninguno

6. Do you believe students in your community need more college and career options? Do you think students in your community need more college and career options?

- ☐ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

7. Please complete the information below. Please complete the information below.

Name/Nombr
e

Address/Habl
a a

City/Ciudad

State/Estado

0 of 8 answered

ZIP/CÓDIGO
POSTAL

8. What is the grade level of your student?

☐ K-2

☐ 3-5

☐ 6-8

☐ 9-12

DONE

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SurveyMonkey®

See how easy it is to [create a survey](#).

[Privacy & Cookie Policy](#)

0 of 8 answered

#1

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:21:46 PM
Last Modified: Thursday, November 05, 2020 6:23:13 PM
Time Spent: 00:01:26
IP Address: 24.234.146.156

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Katt Hines

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Q8

3-5

What is the grade level of your student?

#2

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:27:30 PM
Last Modified: Thursday, November 05, 2020 6:29:13 PM
Time Spent: 00:01:42
IP Address: 71.50.76.83

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Symphonie

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#3

COMPLETE

Collector: Web Link 1 (Web Link)
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Last Modified: Thursday, November 05, 2020 6:30:20 PM
Time Spent: 00:02:06
IP Address: 68.110.139.222

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ebony Odums

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#4

COMPLETE

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Started: Thursday, November 05, 2020 6:28:21 PM
Last Modified: Thursday, November 05, 2020 6:30:32 PM
Time Spent: 00:02:10
IP Address: 72.207.133.126

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ashley Thomas

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#5

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:29:18 PM
Last Modified: Thursday, November 05, 2020 6:31:18 PM
Time Spent: 00:01:59
IP Address: 68.227.14.110

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

DeShawnda Eagles

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#6

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:29:38 PM
Last Modified: Thursday, November 05, 2020 6:31:29 PM
Time Spent: 00:01:51
IP Address: 172.58.75.127

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Mrs. Silvia Rainford

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#7

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:32:43 PM
Last Modified: Thursday, November 05, 2020 6:34:33 PM
Time Spent: 00:01:49
IP Address: 174.68.181.1

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Aminah Randle

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#8

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:34:24 PM
Last Modified: Thursday, November 05, 2020 6:36:35 PM
Time Spent: 00:02:10
IP Address: 172.58.76.54

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Britney Cohen-Singleton

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#9

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:35:47 PM
Last Modified: Thursday, November 05, 2020 6:36:51 PM
Time Spent: 00:01:03
IP Address: 174.237.2.166

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Silvia Stigger

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#10

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:34:47 PM
Last Modified: Thursday, November 05, 2020 6:38:11 PM
Time Spent: 00:03:23
IP Address: 98.180.170.111

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Maybe/ Tal vez**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Roxana Hatcher

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#11

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:48:37 PM
Last Modified: Thursday, November 05, 2020 6:51:08 PM
Time Spent: 00:02:31
IP Address: 71.222.62.82

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

3-5

What is the grade level of your student?

#12

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 6:50:20 PM
Last Modified: Thursday, November 05, 2020 6:51:38 PM
Time Spent: 00:01:17
IP Address: 68.224.92.128

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

No/ No

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Brittany Ross

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#13

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:06:01 PM
Last Modified: Thursday, November 05, 2020 7:09:52 PM
Time Spent: 00:03:50
IP Address: 68.104.7.29

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Darrika Ransey

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#14

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:11:15 PM
Last Modified: Thursday, November 05, 2020 7:13:10 PM
Time Spent: 00:01:54
IP Address: 174.72.204.12

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Lisa

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#15

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:28:08 PM
Last Modified: Thursday, November 05, 2020 7:32:08 PM
Time Spent: 00:04:00
IP Address: 174.72.226.120

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Heidy Duran

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#16

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:33:28 PM
Last Modified: Thursday, November 05, 2020 7:35:31 PM
Time Spent: 00:02:03
IP Address: 72.193.11.71

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**German/ Alemán**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Paola

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#17

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:57:32 PM
Last Modified: Thursday, November 05, 2020 7:58:52 PM
Time Spent: 00:01:19
IP Address: 172.56.12.8

Page 1

Q1**Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2**All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3**Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4**Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5**Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Onyvette Robinson-ford

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 2

[REDACTED]

#18

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:50:25 PM
Last Modified: Thursday, November 05, 2020 8:00:38 PM
Time Spent: 00:10:13
IP Address: 71.38.210.234

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Jasmine Harper

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#19

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 7:59:47 PM
Last Modified: Thursday, November 05, 2020 8:01:50 PM
Time Spent: 00:02:03
IP Address: 172.58.76.74

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Laqueasha Logan

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#20

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 8:19:33 PM
Last Modified: Thursday, November 05, 2020 8:20:26 PM
Time Spent: 00:00:53
IP Address: 71.38.180.178

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

French/ Français

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Chaquula Kallo

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#21

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 9:20:38 PM
Last Modified: Thursday, November 05, 2020 9:21:29 PM
Time Spent: 00:00:51
IP Address: 98.182.208.26

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Aszia

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 2

[REDACTED]

#22

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 9:40:24 PM
Last Modified: Thursday, November 05, 2020 9:42:36 PM
Time Spent: 00:02:12
IP Address: 71.38.40.192

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Tauleece Todd

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#23

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 05, 2020 10:20:41 PM
Last Modified: Thursday, November 05, 2020 10:22:16 PM
Time Spent: 00:01:35
IP Address: 172.58.78.210

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **French/ Français**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

Respondent skipped this question

What is the grade level of your student?

#24

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 12:00:03 AM
Last Modified: Friday, November 06, 2020 12:02:10 AM
Time Spent: 00:02:06
IP Address: 70.189.242.28

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Kiana

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#25

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 12:03:29 AM
Last Modified: Friday, November 06, 2020 12:04:41 AM
Time Spent: 00:01:11
IP Address: 72.193.25.54

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Samill

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#26

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 12:05:03 AM
Last Modified: Friday, November 06, 2020 12:09:00 AM
Time Spent: 00:03:56
IP Address: 72.193.52.144

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Takeeda

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]-2

#27

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 10:08:08 AM
Last Modified: Friday, November 06, 2020 10:09:44 AM
Time Spent: 00:01:36
IP Address: 172.58.76.191

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Terry Sanders

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#28

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 10:24:24 AM
Last Modified: Friday, November 06, 2020 10:26:26 AM
Time Spent: 00:02:01
IP Address: 70.173.227.2

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Jazmin A Meza

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]-2

[REDACTED]

#29

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 1:10:31 PM
Last Modified: Friday, November 06, 2020 1:12:45 PM
Time Spent: 00:02:14
IP Address: 172.58.78.145

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Kenyscha Lewis

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#30

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Friday, November 06, 2020 4:39:17 PM
Last Modified: Friday, November 06, 2020 4:41:01 PM
Time Spent: 00:01:43
IP Address: 71.49.138.49

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ashley Kellough

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#31

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, November 07, 2020 9:40:37 AM
Last Modified: Saturday, November 07, 2020 9:43:00 AM
Time Spent: 00:02:23
IP Address: 174.72.243.83

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Portia Hornick

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#32

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 09, 2020 9:41:30 PM
Last Modified: Monday, November 09, 2020 9:43:01 PM
Time Spent: 00:01:30
IP Address: 72.202.46.33

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

KANDRA

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#33

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 10, 2020 12:13:27 AM
Last Modified: Tuesday, November 10, 2020 12:16:29 AM
Time Spent: 00:03:01
IP Address: 68.108.26.41

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Edna Coloma

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#34

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:54 PM
Last Modified: Monday, November 16, 2020 2:02:25 PM
Time Spent: 00:01:30
IP Address: 68.108.71.206

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

9-12

What is the grade level of your student?

#35

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:58 PM
Last Modified: Monday, November 16, 2020 2:02:38 PM
Time Spent: 00:01:40
IP Address: 24.120.202.58

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Noemy Cisneros

Address/Habla a

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

#36

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:02 PM
Last Modified: Monday, November 16, 2020 2:02:52 PM
Time Spent: 00:01:49
IP Address: 68.108.163.102

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Lalaine Abrego

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 12

[REDACTED]

#37

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:53 PM
Last Modified: Monday, November 16, 2020 2:02:52 PM
Time Spent: 00:01:59
IP Address: 70.180.191.123

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Engineering Design/Diseño de ingeniería

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Karla Olivares

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#38

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:52 PM
Last Modified: Monday, November 16, 2020 2:02:55 PM
Time Spent: 00:02:02
IP Address: 68.108.113.164

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Isabelle Conde

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#39

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:57 PM
Last Modified: Monday, November 16, 2020 2:02:58 PM
Time Spent: 00:02:01
IP Address: 71.38.164.44

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Adriana Toro

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#40

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:28 PM
Last Modified: Monday, November 16, 2020 2:03:05 PM
Time Spent: 00:01:36
IP Address: 72.193.193.245

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarin

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Lenny Estrada

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#41

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:52 PM
Last Modified: Monday, November 16, 2020 2:03:15 PM
Time Spent: 00:02:22
IP Address: 24.120.202.58

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

brianna venegas

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#42

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:40 PM
Last Modified: Monday, November 16, 2020 2:03:16 PM
Time Spent: 00:01:35
IP Address: 172.58.78.231

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

No/ No

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Neither/Ninguno

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Andrea Garcia

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#43

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:31 PM
Last Modified: Monday, November 16, 2020 2:03:33 PM
Time Spent: 00:02:02
IP Address: 68.104.91.152

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Tania Ortiz

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#44

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:40 PM
Last Modified: Monday, November 16, 2020 2:03:41 PM
Time Spent: 00:02:01
IP Address: 98.160.209.90

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Information Technology/Tecnologías de la información

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Gilberto Ramirez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#45

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:15 PM
Last Modified: Monday, November 16, 2020 2:03:54 PM
Time Spent: 00:02:38
IP Address: 24.120.202.58

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Job Sanchez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#46

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:55 PM
Last Modified: Monday, November 16, 2020 2:04:19 PM
Time Spent: 00:03:24
IP Address: 174.237.9.81

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Higinio Anaya

Address/Habla a

[REDACTED]

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#47

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:03:03 PM
Last Modified: Monday, November 16, 2020 2:04:30 PM
Time Spent: 00:01:26
IP Address: 71.38.216.107

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Samanta Menjivar

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#48

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:00:53 PM
Last Modified: Monday, November 16, 2020 2:04:35 PM
Time Spent: 00:03:41
IP Address: 98.181.157.51

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Camila De La Mora

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#49

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:06 PM
Last Modified: Monday, November 16, 2020 2:04:41 PM
Time Spent: 00:03:34
IP Address: 189.155.222.1

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Information Technology/Tecnologías de la información

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

valeria vela

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#50

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:01:23 PM
Last Modified: Monday, November 16, 2020 2:06:27 PM
Time Spent: 00:05:03
IP Address: 98.188.174.201

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarin

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Aleyghzja Patino

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#51

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Monday, November 16, 2020 2:05:00 PM
Last Modified: Monday, November 16, 2020 2:06:42 PM
Time Spent: 00:01:42
IP Address: 72.202.59.15

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

No/ No

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Respondent skipped this question

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Respondent skipped this question

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Valeria Galindo

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#52

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Tuesday, November 17, 2020 5:40:23 PM
Last Modified: Tuesday, November 17, 2020 5:43:38 PM
Time Spent: 00:03:14
IP Address: 174.195.216.48

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Romeo Ruiz Perez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

-12

[REDACTED]

#53

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 10:45:56 AM
Last Modified: Wednesday, November 18, 2020 10:52:51 AM
Time Spent: 00:06:55
IP Address: 107.77.245.8

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Veronica montes

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#54

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 11:49:16 AM
Last Modified: Wednesday, November 18, 2020 11:50:19 AM
Time Spent: 00:01:03
IP Address: 24.234.146.156

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Rodney bell

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#55

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 11:59:17 AM
Last Modified: Wednesday, November 18, 2020 12:00:53 PM
Time Spent: 00:01:35
IP Address: 174.72.128.39

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarin**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Inshallah

Address/Habla a

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

#56

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 12:02:08 PM
Last Modified: Wednesday, November 18, 2020 12:04:14 PM
Time Spent: 00:02:05
IP Address: 172.58.75.170

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ms. Bynum

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#57

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 12:02:26 PM
Last Modified: Wednesday, November 18, 2020 12:06:35 PM
Time Spent: 00:04:08
IP Address: 172.58.75.42

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

3-5

What is the grade level of your student?

#58

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 12:44:46 PM
Last Modified: Wednesday, November 18, 2020 12:47:28 PM
Time Spent: 00:02:41
IP Address: 107.77.228.228

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

No/ No

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Jayela

Q8

K-2

What is the grade level of your student?

#59

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:29 PM
Last Modified: Wednesday, November 18, 2020 1:01:49 PM
Time Spent: 00:01:19
IP Address: 68.227.2.9

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Yvette Gomez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#60

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:29 PM
Last Modified: Wednesday, November 18, 2020 1:03:00 PM
Time Spent: 00:02:30
IP Address: 24.253.111.113

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Cristian Alexander Cambero

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#61

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:32 PM
Last Modified: Wednesday, November 18, 2020 1:03:18 PM
Time Spent: 00:02:46
IP Address: 72.193.28.143

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Romeo PEREZ JR.

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#62

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:40 PM
Last Modified: Wednesday, November 18, 2020 1:03:21 PM
Time Spent: 00:02:41
IP Address: 71.222.22.48

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Keilyn Prado

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#63

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:43 PM
Last Modified: Wednesday, November 18, 2020 1:03:21 PM
Time Spent: 00:02:38
IP Address: 24.120.202.58

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Joshua Ochoa

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#64

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:30 PM
Last Modified: Wednesday, November 18, 2020 1:03:22 PM
Time Spent: 00:02:52
IP Address: 70.175.48.131

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Angelina Wagner

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#65

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:32 PM
Last Modified: Wednesday, November 18, 2020 1:03:24 PM
Time Spent: 00:02:51
IP Address: 98.181.167.127

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Valeria Tellez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#66

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:26 PM
Last Modified: Wednesday, November 18, 2020 1:03:36 PM
Time Spent: 00:03:10
IP Address: 68.96.115.119

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Daniel Vidal-Garate

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#67

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:45 PM
Last Modified: Wednesday, November 18, 2020 1:03:40 PM
Time Spent: 00:02:55
IP Address: 72.207.150.188

Page 1

Q1 **No/No**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Sebastian Caraveo

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#68

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:29 PM
Last Modified: Wednesday, November 18, 2020 1:03:48 PM
Time Spent: 00:03:18
IP Address: 70.189.175.47

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Vanessa Ortan

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#69

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:28 PM
Last Modified: Wednesday, November 18, 2020 1:03:58 PM
Time Spent: 00:03:29
IP Address: 24.120.202.58

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ulysses Urenda

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#70

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:01:07 PM
Last Modified: Wednesday, November 18, 2020 1:04:16 PM
Time Spent: 00:03:08
IP Address: 72.202.59.124

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre	Jose Villa
Address/Habla a	2880 N Van Der Meer St, North Las Vegas, NV 89030
City/Ciudad	Las Vegas
State/Estado	Nevada
ZIP/CÓDIGO POSTAL	89030

Q8

9-12

What is the grade level of your student?

#71

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:32 PM
Last Modified: Wednesday, November 18, 2020 1:04:23 PM
Time Spent: 00:03:51
IP Address: 72.203.46.191

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Maybe/ Tal vez**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Stephanie Mendez N/A Mendez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#72

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:28 PM
Last Modified: Wednesday, November 18, 2020 1:04:27 PM
Time Spent: 00:03:59
IP Address: 72.207.170.243

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Gabriela

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#73

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:30 PM
Last Modified: Wednesday, November 18, 2020 1:04:34 PM
Time Spent: 00:04:04
IP Address: 70.173.2.36

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Brooke Jones

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#74

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:04:01 PM
Last Modified: Wednesday, November 18, 2020 1:04:35 PM
Time Spent: 00:00:34
IP Address: 68.104.38.83

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Hoang David Nguyen

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#75

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:03:42 PM
Last Modified: Wednesday, November 18, 2020 1:05:50 PM
Time Spent: 00:02:07
IP Address: 71.222.22.114

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Nadia Miranda

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#76

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:33 PM
Last Modified: Wednesday, November 18, 2020 1:07:03 PM
Time Spent: 00:06:30
IP Address: 70.173.152.115

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarin**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

L. Denise Rosser

Address/Habla a

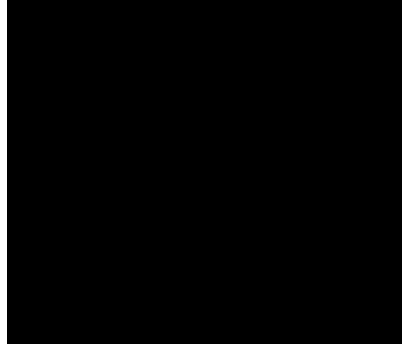
City/Ciudad

State/Estado

ZIP/CÓDIGO POSTAL

Q8

What is the grade level of your student?



#77

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:31 PM
Last Modified: Wednesday, November 18, 2020 1:07:58 PM
Time Spent: 00:07:26
IP Address: 68.227.51.42

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Juan Diego Mancilla

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

-12

[REDACTED]

#78

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:29 PM
Last Modified: Wednesday, November 18, 2020 1:09:11 PM
Time Spent: 00:08:41
IP Address: 68.227.42.143

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Maybe/ Tal vez**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Ayiana Jones

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#79

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:04:38 PM
Last Modified: Wednesday, November 18, 2020 1:10:29 PM
Time Spent: 00:05:50
IP Address: 71.38.129.127

Page 1

Q1 **No/No**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Maybe/ Tal vez**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Neither/Ninguno**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Juan Maldonado

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#80

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:03:33 PM
Last Modified: Wednesday, November 18, 2020 1:14:16 PM
Time Spent: 00:10:43
IP Address: 72.193.227.94

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Joyce Marie Calimag

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#81

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:03:40 PM
Last Modified: Wednesday, November 18, 2020 1:19:28 PM
Time Spent: 00:15:48
IP Address: 71.38.223.124

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Jack Michel Riley

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#82

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:35 PM
Last Modified: Wednesday, November 18, 2020 1:22:15 PM
Time Spent: 00:21:39
IP Address: 98.164.166.113

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarin**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Joshua Burrell

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#83

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:00:32 PM
Last Modified: Wednesday, November 18, 2020 1:24:32 PM
Time Spent: 00:23:59
IP Address: 98.167.64.136

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarin**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Axel Castro

Address/Habla a

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

#84

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:25:23 PM
Last Modified: Wednesday, November 18, 2020 1:27:20 PM
Time Spent: 00:01:57
IP Address: 70.170.14.163

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Latoya Black

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#85

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:58:58 PM
Last Modified: Wednesday, November 18, 2020 2:00:27 PM
Time Spent: 00:01:29
IP Address: 71.48.35.194

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Neither/Ninguno**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Carolyn Marie Cooper

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#86

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 1:59:31 PM
Last Modified: Wednesday, November 18, 2020 2:03:44 PM
Time Spent: 00:04:12
IP Address: 72.202.41.104

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Julissa Hernandez

Q8

9-12

What is the grade level of your student?

#87

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 3:47:43 PM
Last Modified: Wednesday, November 18, 2020 3:51:09 PM
Time Spent: 00:03:25
IP Address: 68.108.26.41

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

6-8

What is the grade level of your student?

#88

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 4:06:29 PM
Last Modified: Wednesday, November 18, 2020 4:08:52 PM
Time Spent: 00:02:23
IP Address: 8.48.3.113

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Laquita crayon

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#89

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 4:10:02 PM
Last Modified: Wednesday, November 18, 2020 4:11:47 PM
Time Spent: 00:01:44
IP Address: 174.72.215.223

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Regina Lewis

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#90

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 5:37:21 PM
Last Modified: Wednesday, November 18, 2020 5:39:19 PM
Time Spent: 00:01:58
IP Address: 174.72.240.106

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Pamela Ramirez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#91

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 9:15:34 PM
Last Modified: Wednesday, November 18, 2020 9:21:47 PM
Time Spent: 00:06:12
IP Address: 24.253.41.209

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Neither/Ninguno

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Mikell Adams sr

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#92

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Wednesday, November 18, 2020 10:01:49 PM
Last Modified: Wednesday, November 18, 2020 10:03:24 PM
Time Spent: 00:01:34
IP Address: 172.58.79.82

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Respondent skipped this question

Please complete the information below. Por favor complete la información a continuación.

Q8

K-2

What is the grade level of your student?

#93

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 3:15:59 AM
Last Modified: Thursday, November 19, 2020 3:18:41 AM
Time Spent: 00:02:41
IP Address: 107.77.231.156

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Jazmin Rodas

Address/Habla a

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

#94

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 3:15:16 AM
Last Modified: Thursday, November 19, 2020 3:19:04 AM
Time Spent: 00:03:48
IP Address: 68.104.120.182

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarin

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Luz Coana

Address/Habla a

[REDACTED]

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#95

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 9:33:24 AM
Last Modified: Thursday, November 19, 2020 9:34:57 AM
Time Spent: 00:01:33
IP Address: 107.77.227.224

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Charo

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#96

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:28 PM
Last Modified: Thursday, November 19, 2020 1:23:36 PM
Time Spent: 00:02:08
IP Address: 72.207.151.202

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Vanessa

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#97

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:26 PM
Last Modified: Thursday, November 19, 2020 1:23:50 PM
Time Spent: 00:02:24
IP Address: 71.38.67.221

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Christian Castro

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#98

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:23 PM
Last Modified: Thursday, November 19, 2020 1:23:52 PM
Time Spent: 00:02:29
IP Address: 98.182.213.4

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Pre-Med/Pre-médico

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

7025950581

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#99

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:25 PM
Last Modified: Thursday, November 19, 2020 1:24:13 PM
Time Spent: 00:02:48
IP Address: 70.173.137.146

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Neither/Ninguno**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

nataly

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#100

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:27 PM
Last Modified: Thursday, November 19, 2020 1:24:16 PM
Time Spent: 00:02:48
IP Address: 71.48.36.12

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Information Technology/Tecnologías de la información

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Nubi Cook

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#101

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:24 PM
Last Modified: Thursday, November 19, 2020 1:24:21 PM
Time Spent: 00:02:56
IP Address: 68.224.156.89

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Neither/Ninguno

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Kyleigh McAloon

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#102

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:25 PM
Last Modified: Thursday, November 19, 2020 1:24:40 PM
Time Spent: 00:03:14
IP Address: 174.72.213.100

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Engineering Design/Diseño de ingeniería

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Angelik Guzman

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#103

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:58 PM
Last Modified: Thursday, November 19, 2020 1:25:02 PM
Time Spent: 00:03:04
IP Address: 174.72.202.95

Page 1

Q1

No/No

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Engineering Design/Diseño de ingeniería

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Neither/Ninguno

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Elias Gonzalez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#104

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:32 PM
Last Modified: Thursday, November 19, 2020 1:25:14 PM
Time Spent: 00:03:42
IP Address: 70.170.79.251

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Lora Salazar

Address/Habla a

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

#105

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:34 PM
Last Modified: Thursday, November 19, 2020 1:25:50 PM
Time Spent: 00:04:15
IP Address: 70.191.31.214

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Engineering Design/Diseño de ingeniería

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Melody

Address/Habla a

[REDACTED]

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#106

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:22:51 PM
Last Modified: Thursday, November 19, 2020 1:26:17 PM
Time Spent: 00:03:25
IP Address: 71.38.206.108

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Britney Mendoza

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#107

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:24 PM
Last Modified: Thursday, November 19, 2020 1:26:52 PM
Time Spent: 00:05:27
IP Address: 71.222.23.58

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Engineering Design/Diseño de ingeniería

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Yes/ Si

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Neither/Ninguno

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Vanessa

Address/Habla a

[REDACTED]

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#108

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:23:21 PM
Last Modified: Thursday, November 19, 2020 1:26:54 PM
Time Spent: 00:03:33
IP Address: 98.164.169.200

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Maybe/ Tal vez**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Hector Melchor

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#109

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:24 PM
Last Modified: Thursday, November 19, 2020 1:27:33 PM
Time Spent: 00:06:09
IP Address: 24.253.52.23

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Mya Mejia

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#110

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:22:52 PM
Last Modified: Thursday, November 19, 2020 1:27:42 PM
Time Spent: 00:04:50
IP Address: 70.191.14.147

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Information Technology/Tecnologías de la información

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Maybe/ Tal vez

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Liza Garcia

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#111

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:25 PM
Last Modified: Thursday, November 19, 2020 1:27:48 PM
Time Spent: 00:06:22
IP Address: 72.207.137.134

Page 1

Q1 **No/No**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Pre-Med/Pre-médico**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Nataly Mesinas

Address/Habla a

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

#112

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:27 PM
Last Modified: Thursday, November 19, 2020 1:27:56 PM
Time Spent: 00:06:29
IP Address: 98.188.162.242

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Yes/ Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarin**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Briana Lariosa

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#113

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:25 PM
Last Modified: Thursday, November 19, 2020 1:28:59 PM
Time Spent: 00:07:34
IP Address: 70.180.163.241

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Engineering Design/Diseño de ingeniería**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Marco Rivas

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#114

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:21:43 PM
Last Modified: Thursday, November 19, 2020 1:29:20 PM
Time Spent: 00:07:36
IP Address: 70.173.61.141

Page 1

Q1 **Maybe/Tal vez**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **All three/Los tres**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Mandarin/ Mandarín**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Sherlyn Ordenana

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED] 2

[REDACTED]

#115

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:22:59 PM
Last Modified: Thursday, November 19, 2020 1:30:29 PM
Time Spent: 00:07:30
IP Address: 68.229.5.18

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Abelardo Chavez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#116

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:23:37 PM
Last Modified: Thursday, November 19, 2020 1:31:50 PM
Time Spent: 00:08:12
IP Address: 172.58.22.188

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

Information Technology/Tecnologías de la información

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Mandarin/ Mandarín

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Aleida Rachel Ramirez

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#117

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:29:06 PM
Last Modified: Thursday, November 19, 2020 1:33:07 PM
Time Spent: 00:04:01
IP Address: 70.173.60.229

Page 1

Q1

Maybe/Tal vez

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Maybe/ Tal vez

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5

Spanish/ Español

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Harper Weakley

City/Ciudad

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#118

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Thursday, November 19, 2020 1:28:24 PM
Last Modified: Thursday, November 19, 2020 1:40:29 PM
Time Spent: 00:12:04
IP Address: 172.58.75.108

Page 1

Q1 **Yes/Si**

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2 **Information Technology/Tecnologías de la información**

Our school improvement plan offers three STEM pathways, which one of these pathways is of interest to you? Nuestro plan de mejoramiento escolar ofrece tres vías STEM, ¿cuál de estas vías le interesa?

Q3 **Yes/ Si**

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4 **Ye / Si**

Our school improvement plan offers industry-based certifications, would this be of interest to you? Nuestro plan de mejora escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

Q5 **Spanish/ Español**

In our school improvement plan students have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?

Q6

Maybe/ Tal vez

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Bethany Agarma

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#119

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, November 21, 2020 3:21:22 AM
Last Modified: Saturday, November 21, 2020 3:23:10 AM
Time Spent: 00:01:48
IP Address: 172.58.79.34

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

Q2

All three/Los tres

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Q3

Yes/ Si

If your student had the opportunity to receive up to 60 hours of college credit would that be of interest to you? Si su estudiante tuviera la oportunidad de recibir hasta 60 horas de crédito universitario, ¿eso le interesaría?

Q4

Ye / Si

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Q5

Spanish/ Español

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Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Lauren Holmes

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

#120

COMPLETE

Collector: Web Link 1 (Web Link)
Started: Saturday, November 21, 2020 5:56:54 PM
Last Modified: Saturday, November 21, 2020 5:58:02 PM
Time Spent: 00:01:08
IP Address: 172.58.27.138

Page 1

Q1

Yes/Si

Our school improvement plan provides an option for students to receive an Associate of Arts or Associate of Applied Science at no cost to the student, would that be of interest to you? Nuestro plan de mejoramiento escolar ofrece una opción para que los estudiantes reciban un título de Asociado en Artes o Asociado en Ciencias Aplicadas sin costo para el estudiante, ¿sería de su interés?

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Yes/ Si

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Q4

Yes/ Si

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Q5

Spanish/ Español

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Q6

Yes/ Si

Do you believe students in your community need more college and career options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

Q7

Please complete the information below. Por favor complete la información a continuación.

Name/Nombre

Bonnie R Baker

Address/Habla a

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieren?
 - ☒ Spanish/ Español
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 - ☐ Engineering Design/Diseño de ingeniería
 - ☐ Pre-Med/Pre-médico
 - ☒ All three/Los tres

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3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez



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(702)657-8008



Dear Parents,

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God Bless,



School Improvement Plan Survey

1. **Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**
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 - ☐ Pre-Med/Pre-médico
 - ☒ All three/Los tres



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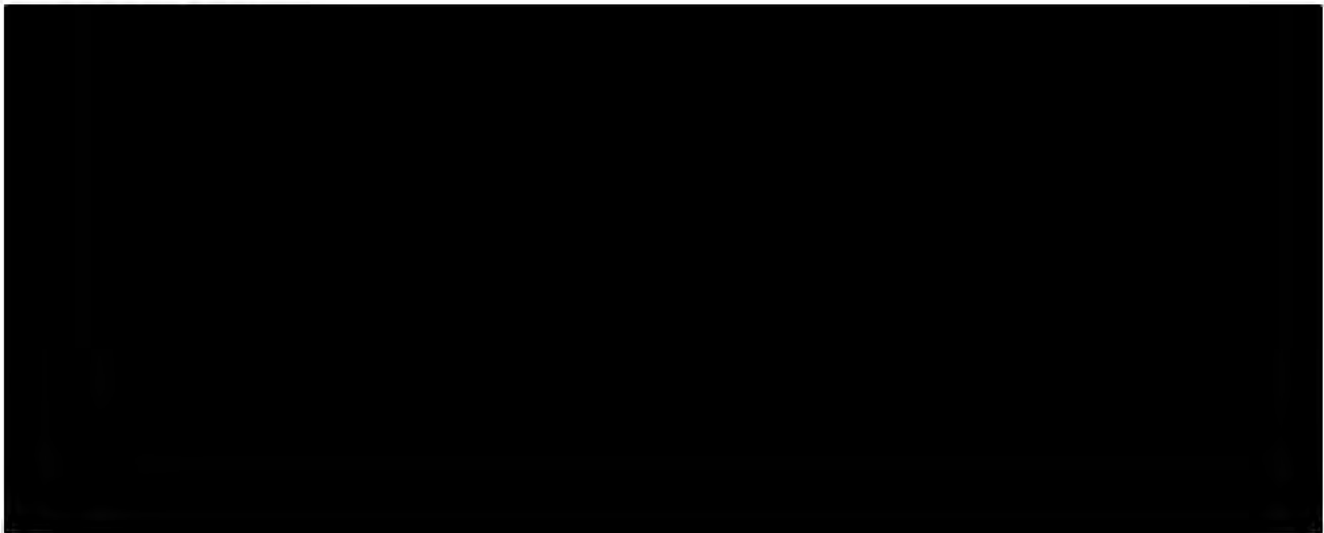


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- ☐ Maybe/ Tal vez





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North Las Vegas, NV 89030
(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blanc

School Improvement Plan Survey

- 1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**
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 - ☐ Pre-Med/Pre-médico
 - ☒ All three/Los tres



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(702)657-8008



3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez





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1840 N. Bruce St.

North Las Vegas, NV 89030

(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,



Mr. Rick Blanc

School Improvement Plan Survey

1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?
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3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
☐ No/ No
☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
☐ No/ No
☐ Maybe/ Tal vez





Saint Christopher Catholic School

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1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

GOAL 1:



Mr. Rick Blane

School Improvement Plan Survey

- 1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**
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 - ☐ All three/Los tres



Saint Christopher Catholic School

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North Las Vegas, NV 89030
(702)657-8008

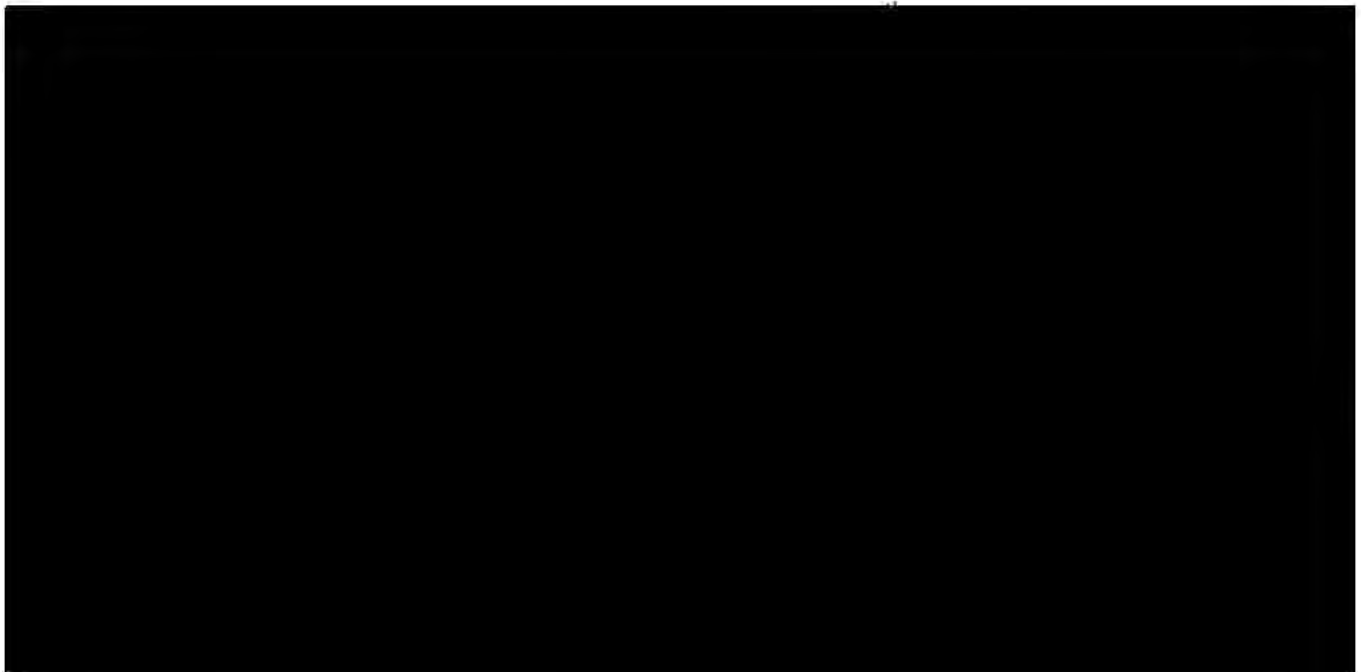


3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez



Jesus



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1840 N. Bruce St.

North Las Vegas, NV 89030

(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

M [REDACTED]
M [REDACTED]

School Improvement Plan Survey

1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?
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- ☒ Yes/ Si
☐ No/ No
☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☒ Yes/ Si
☐ No/ No
☐ Maybe/ Tal vez

Please sign and date and return by Friday, November 6th. Thank you.

P

P

D



Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church

1840 N. Bruce St.

North Las Vegas, NV 89030

(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,



Mr. Rick Blanc

School Improvement Plan Survey

1. **Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?**
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3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

- ☐ Yes/ Si
- ☐ No/ No
- ☒ Maybe/ Tal vez

Pl  **u.**

Pa _____

Pa _____

Da _____



Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church

1840 N. Bruce St.

North Las Vegas, NV 89030

(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,



School Improvement Plan Survey

1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?
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(702)657-8008



3. STEM pathways within the School Improvement Plan could lead to industry-based certifications and advanced credits, would this be of interest to you? Nuestro Plan de Mejoramiento Escolar ofrece certificaciones basadas en la industria, ¿le interesaría esto?

- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

4. Do you believe students in your community need more college and career readiness options? Cree que los estudiantes de su comunidad necesitan más opciones universitarias y profesionales?

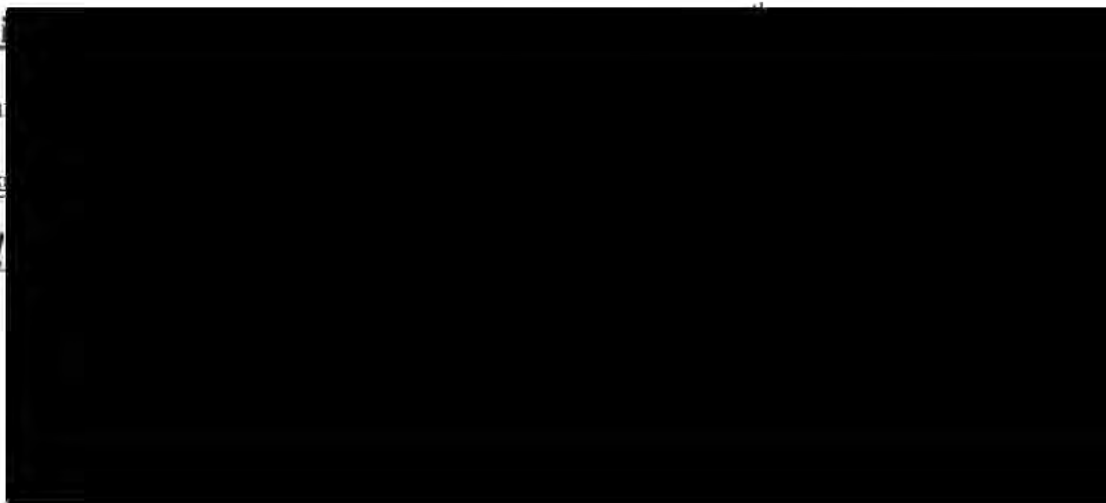
- ☒ Yes/ Si
- ☐ No/ No
- ☐ Maybe/ Tal vez

Please sign

Parent Name

Parent Signature

Date: 11/11/11





Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
North Las Vegas, NV 89030
(702)657-8008



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless.



School Improvement Plan Survey

1. Through the school improvement plan students would have the option to receive linguistic languages, which language do you prefer? En nuestro plan de mejoramiento escolar, los estudiantes tienen la opción de recibir idiomas lingüísticos, ¿qué idioma prefieres?
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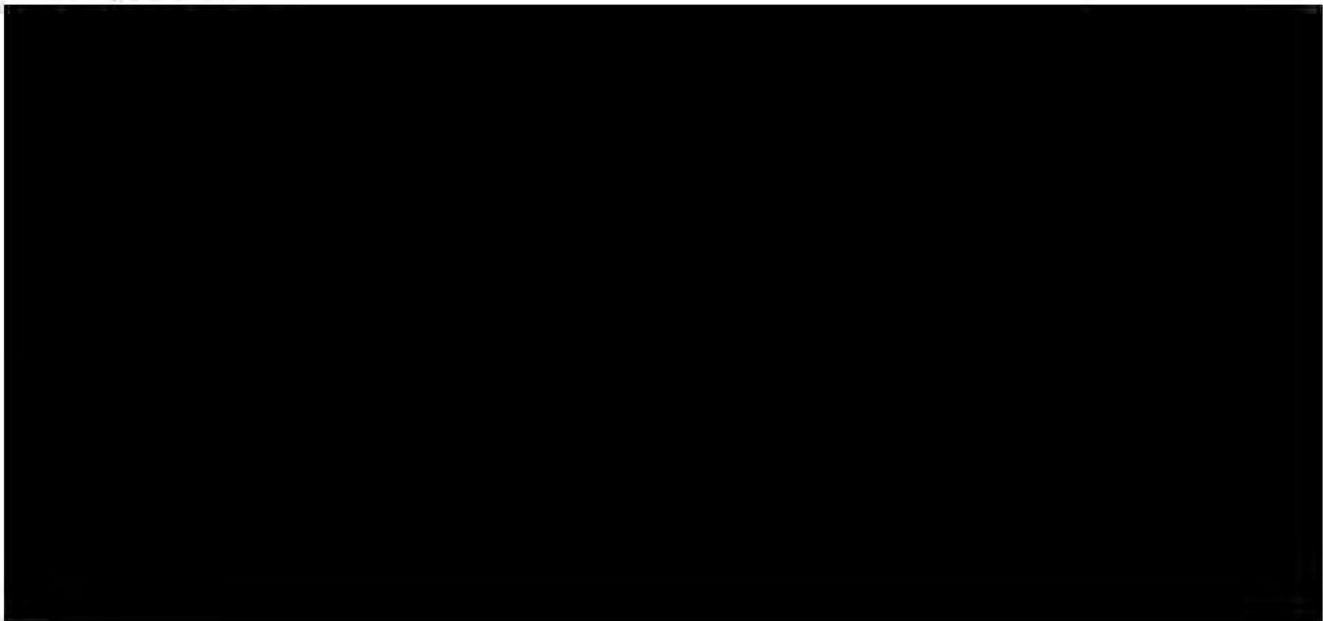


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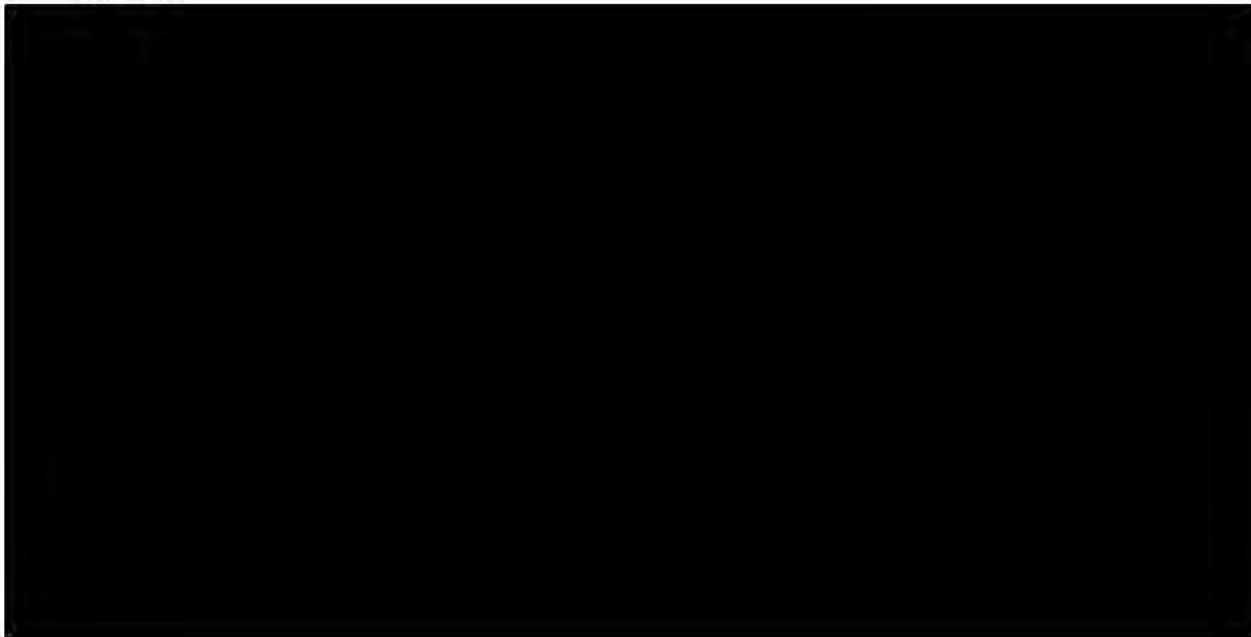


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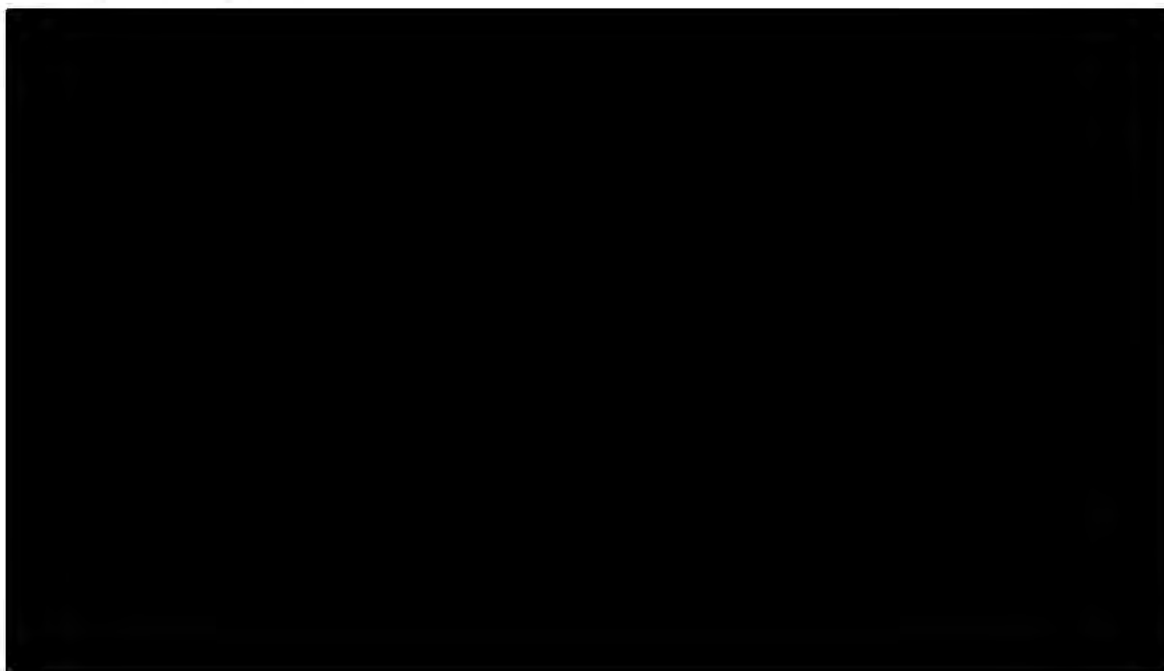


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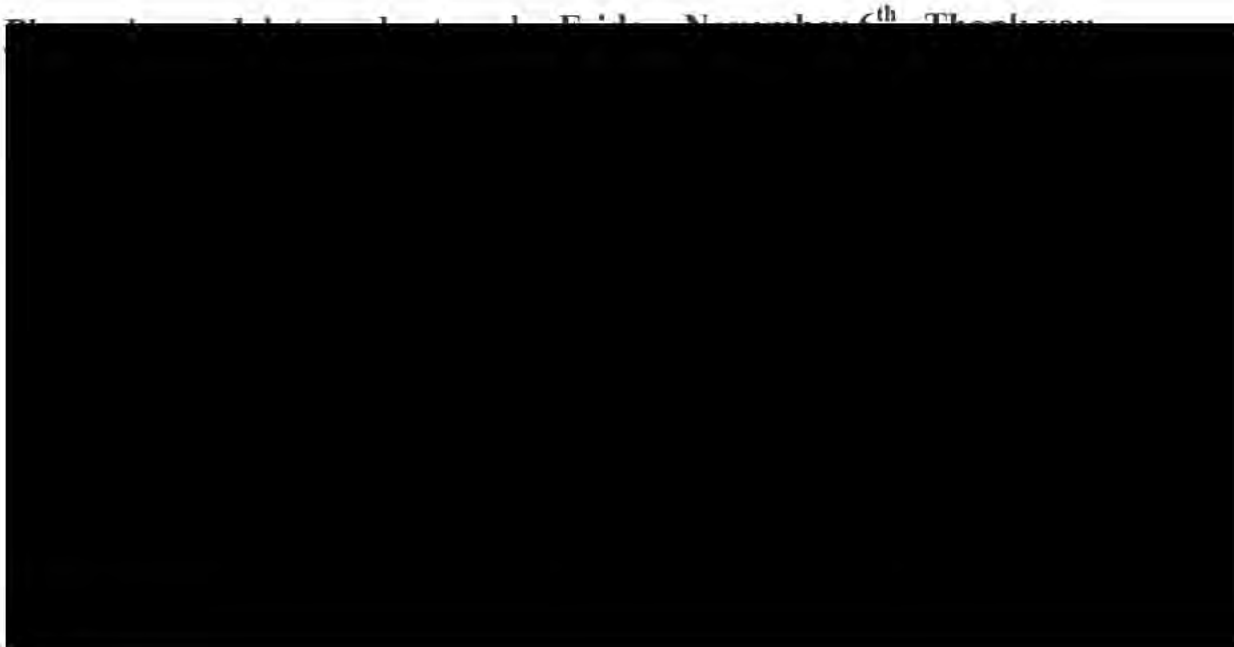


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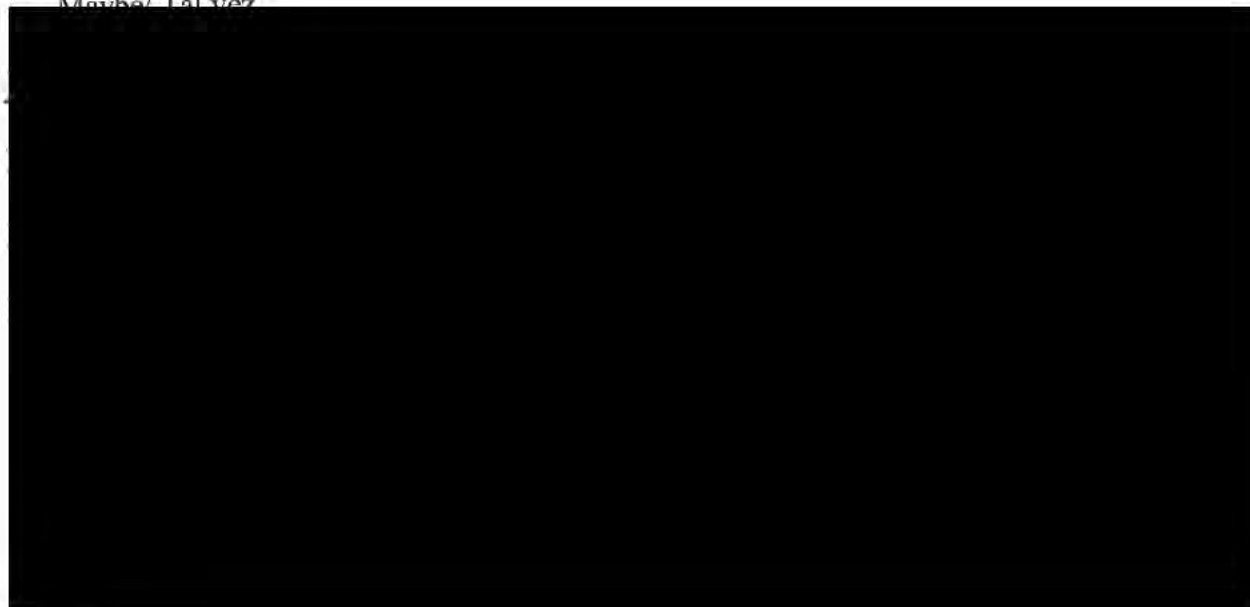


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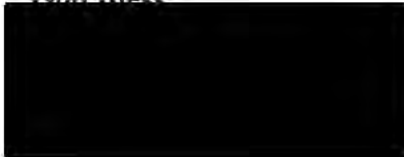
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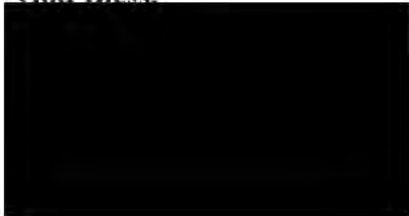
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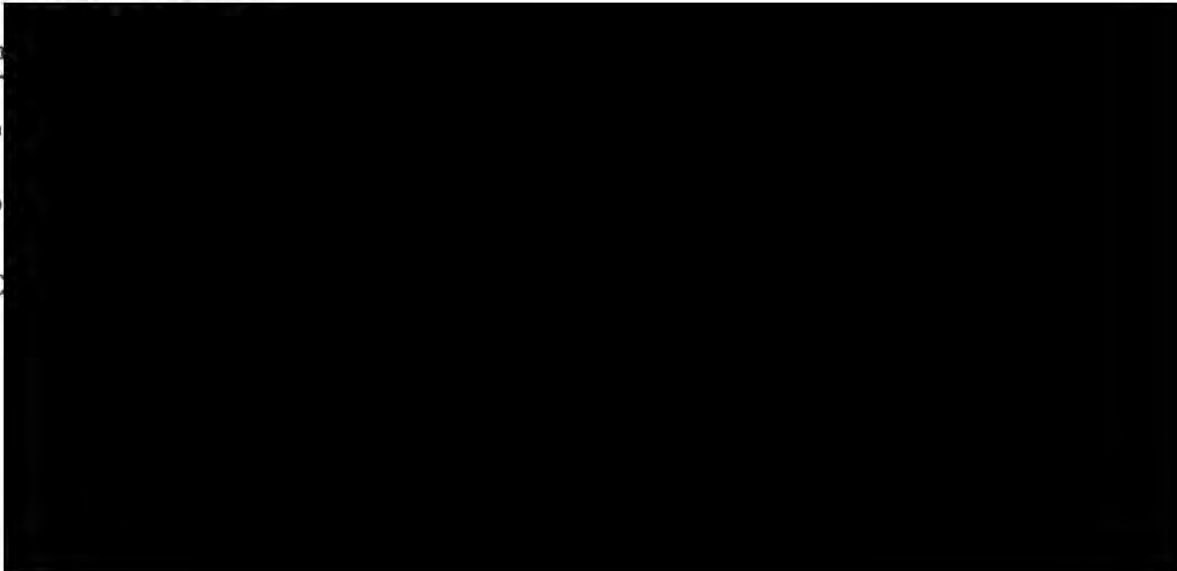
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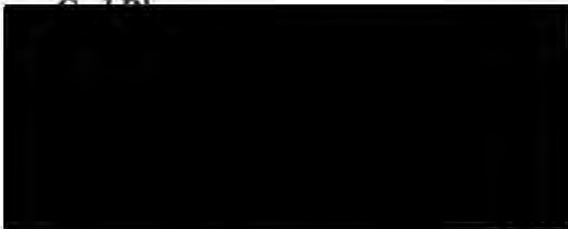
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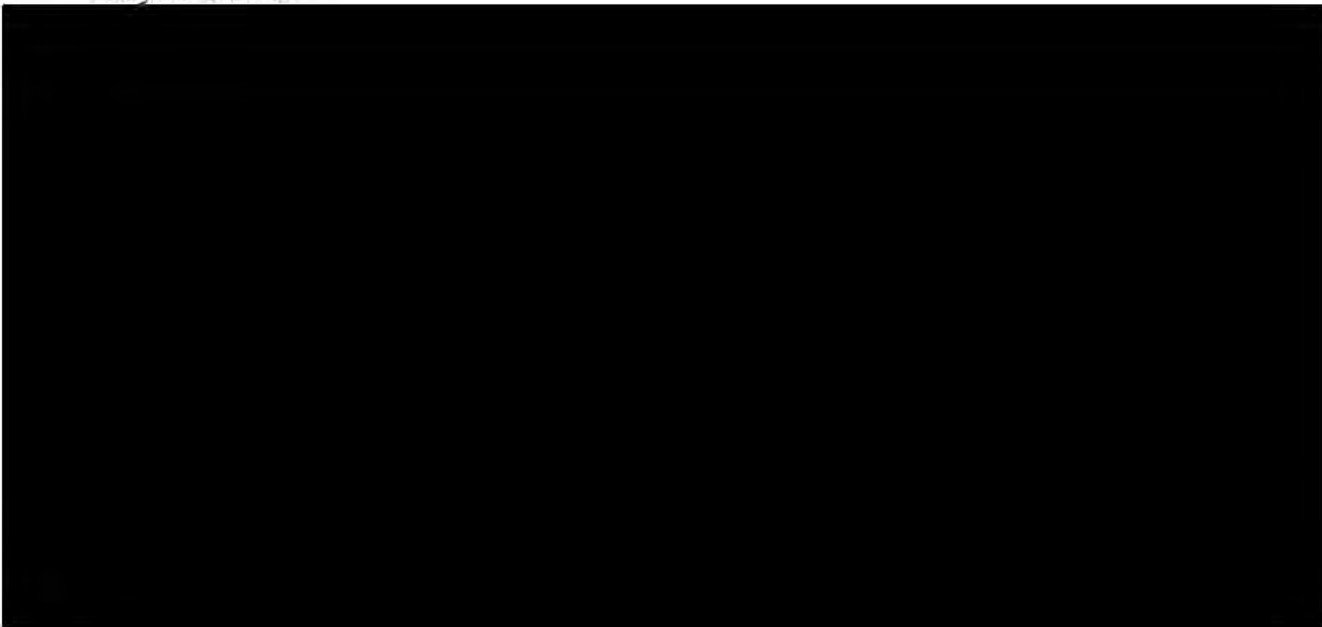
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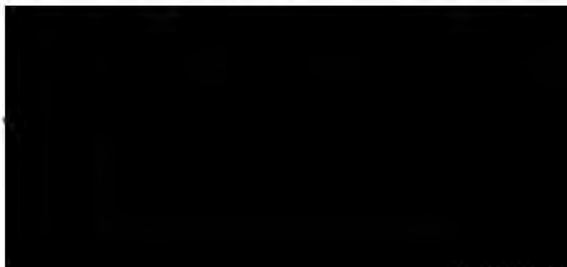
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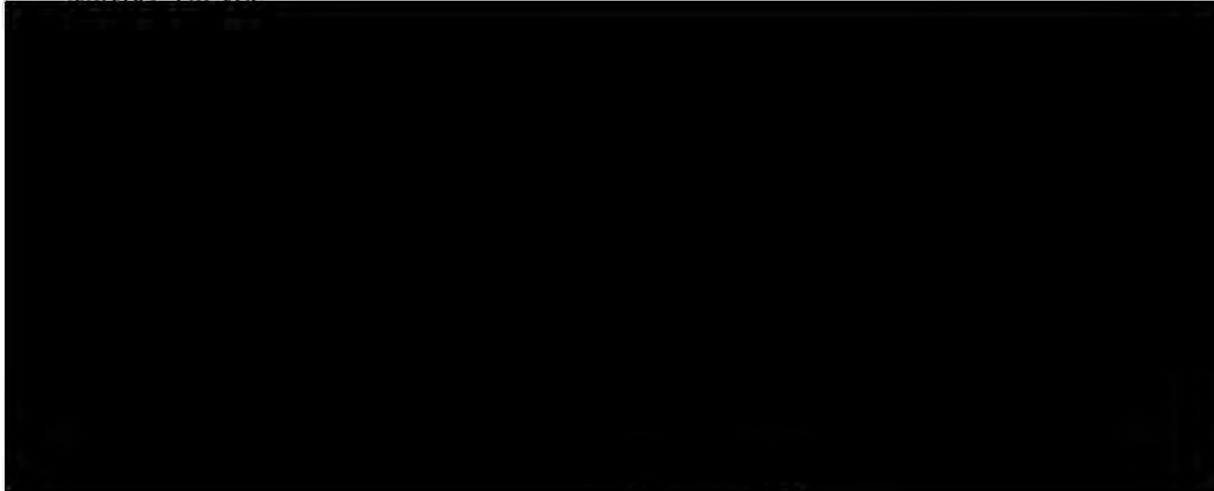


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Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church

1840 N. Bruce St.

North Las Vegas, NV 89030

(702)657-8008



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☒ Yes/ Si

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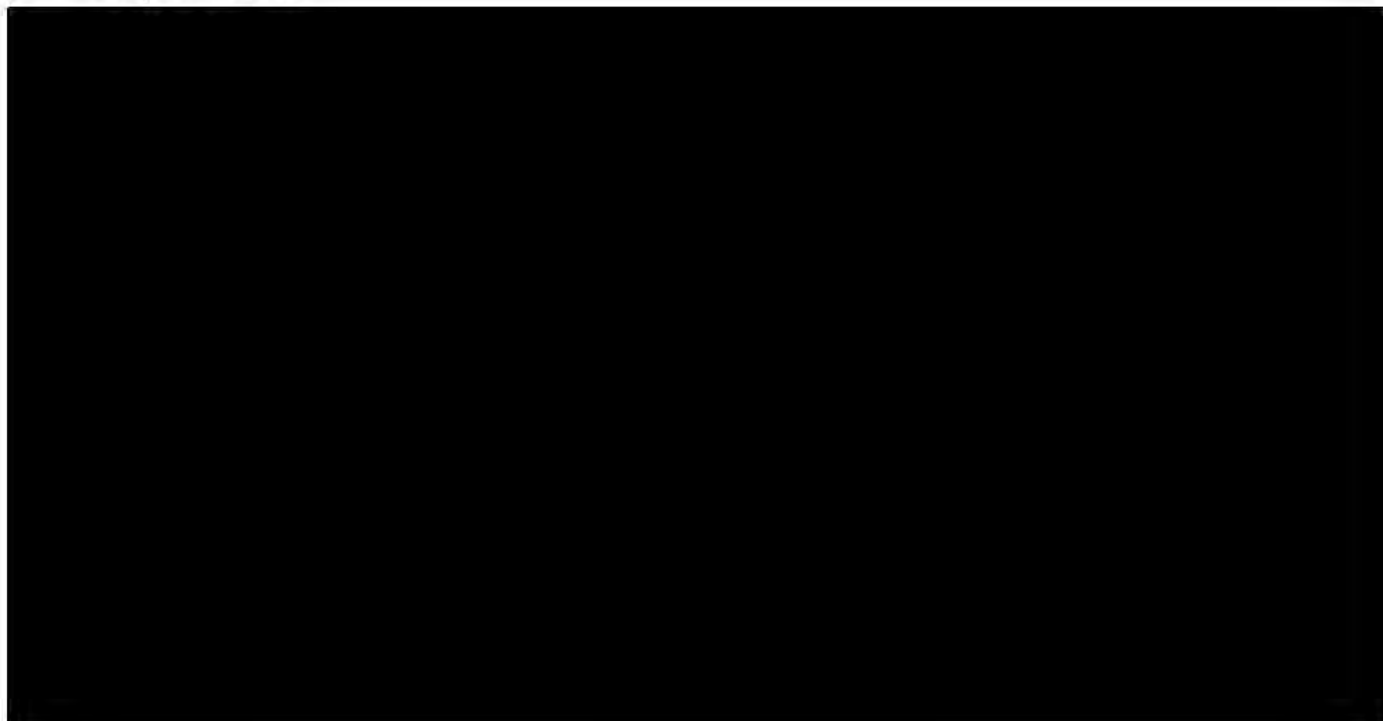
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God Bless,



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Mr. Rick Blanc

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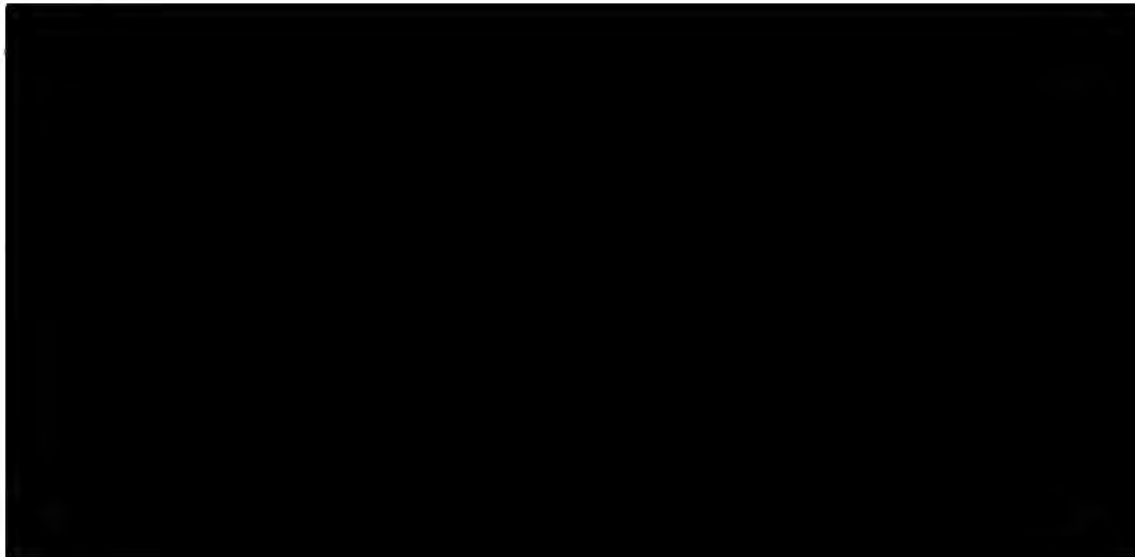



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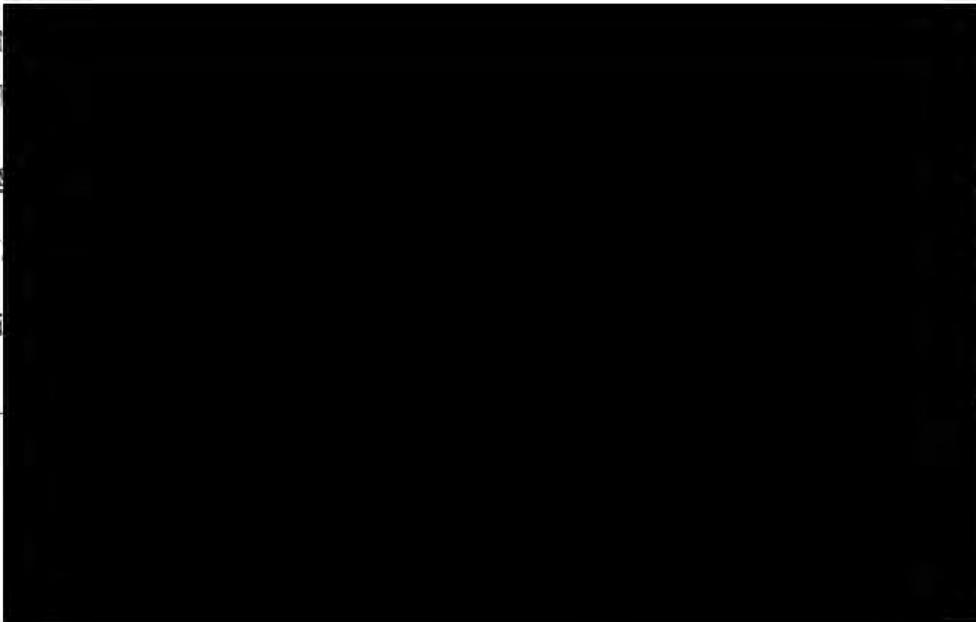
- ☒ Yes/ Si
☐ No/ No
☐ Maybe/ Tal vez

Please sign

Parent Name _____

Parent Signature _____

Date: _____





Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church

1840 N. Bruce St.

North Las Vegas, NV 89030

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Good Day!

Mr.

School Improvement Plan Survey

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- ☒ Yes/ Si
- ☐
- ☐

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Saint Christopher Catholic School

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(702)657-8008



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- ☒ Yes/ Si
- ☐ No/ No

[Redacted area]



Saint Christopher Catholic School

A Division of the Archdiocese of New York (Diocese of Brooklyn)

2640 16th Avenue

Brooklyn, NY 11219

(718) 557-4000



Dear Parents,

Please take a moment to complete the following survey in order to plan for future needs.

God Bless,

Mr. Rick Blum

School Improvement Plan Survey

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- ☒ All three/Todas las tres



Saint Christopher Catholic School

A Subsidiary of Saint Christopher Regional High School, El Dorado
1840 N. Bridge St.
North Las Vegas, NV 89122
(702) 647-4600



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Saint Christopher Catholic School

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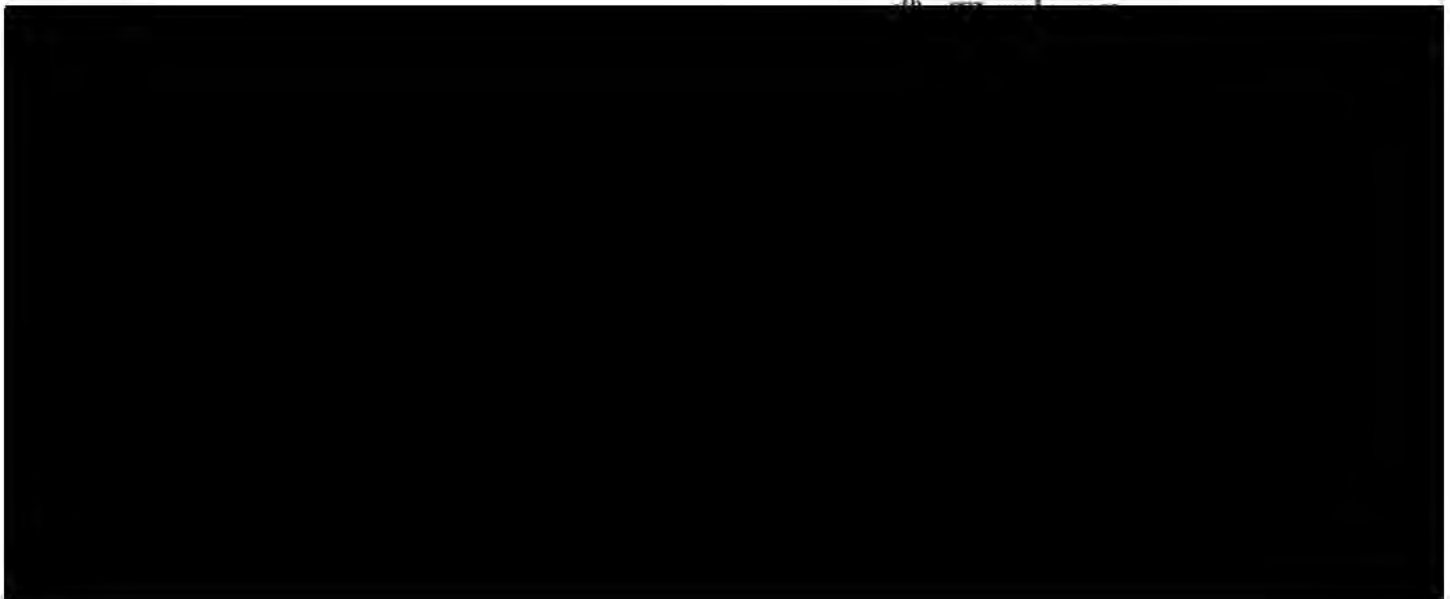


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Saint Christopher Catholic School

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God Bless



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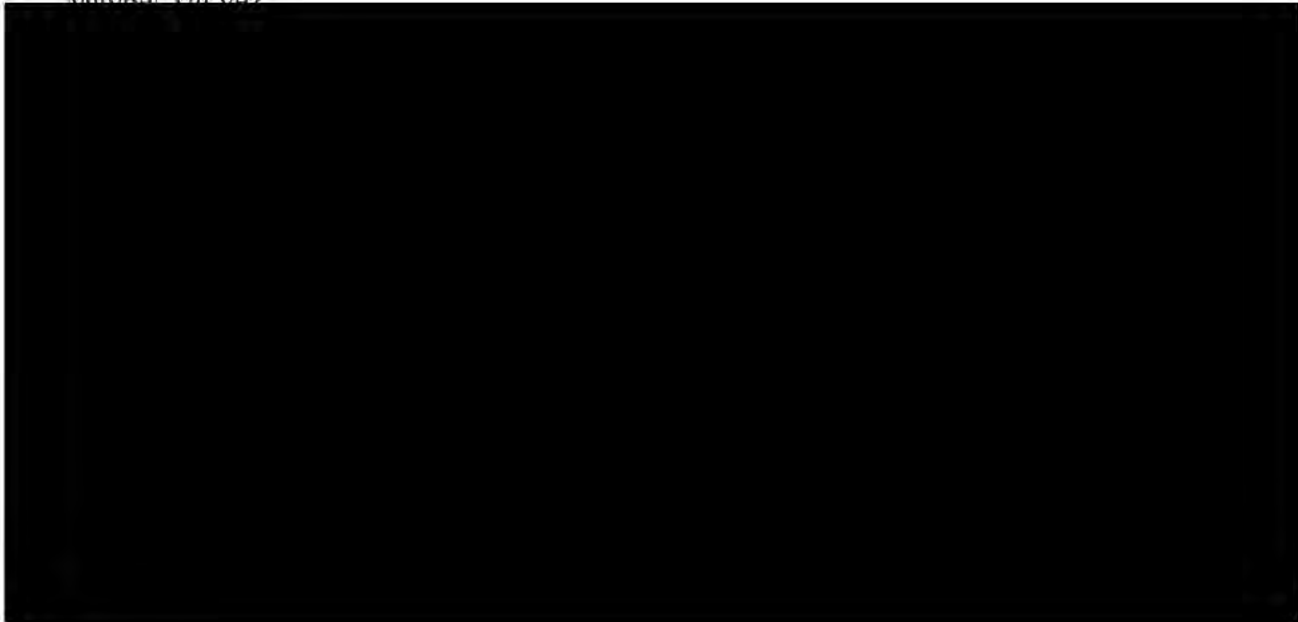


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Goal B1



School Improvement Plan Survey

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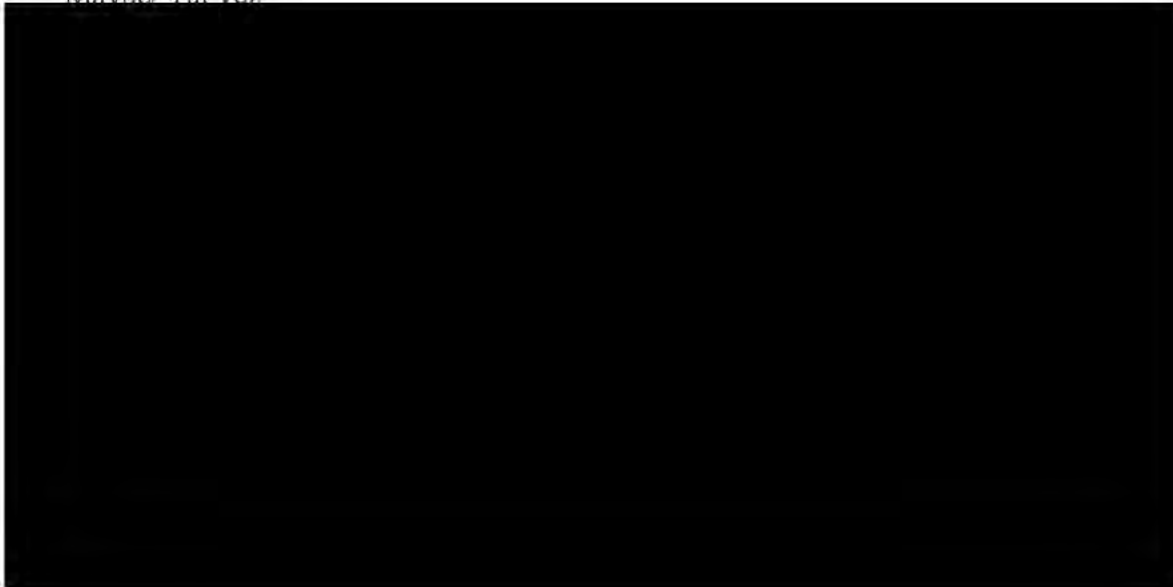


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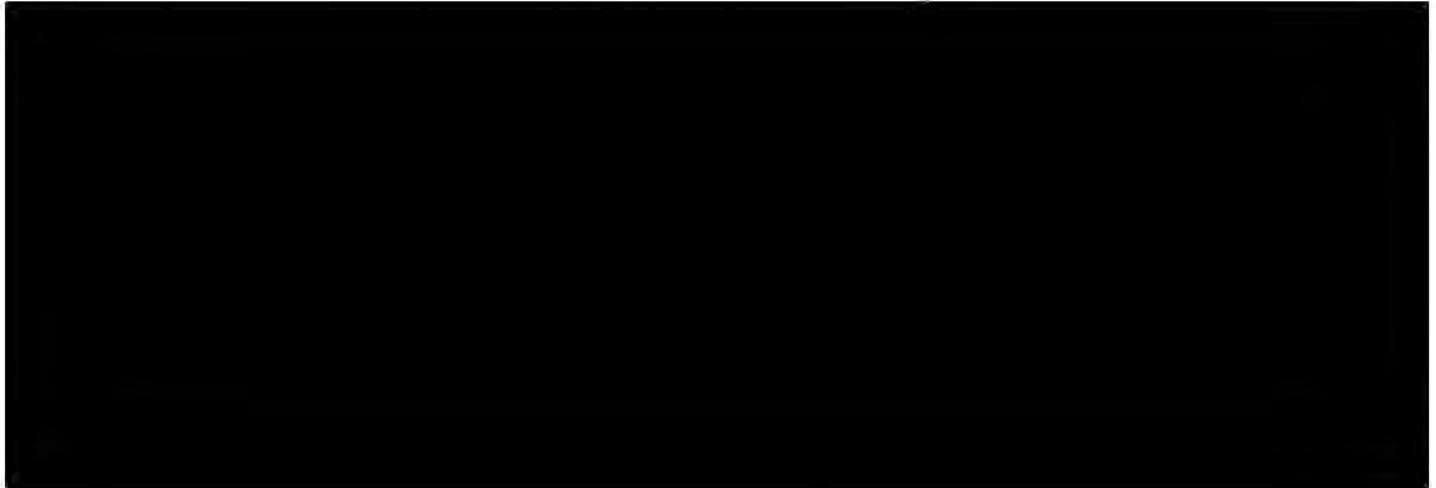


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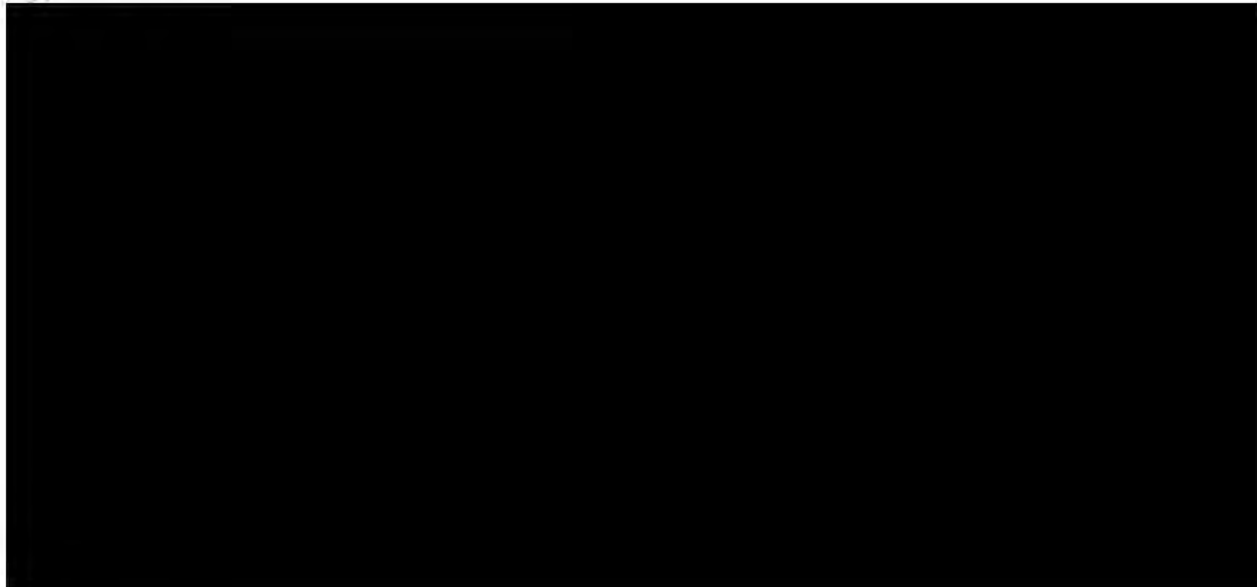


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Saint Christopher Catholic School

A Ministry of Saint Christopher Roman Catholic Church
1840 N. Bruce St.
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(702)657-8008



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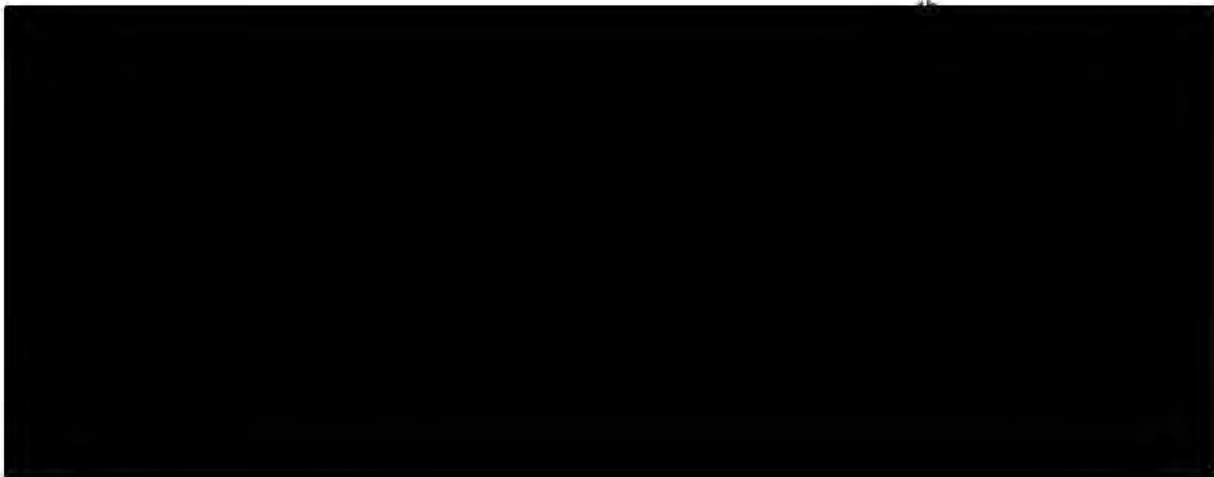


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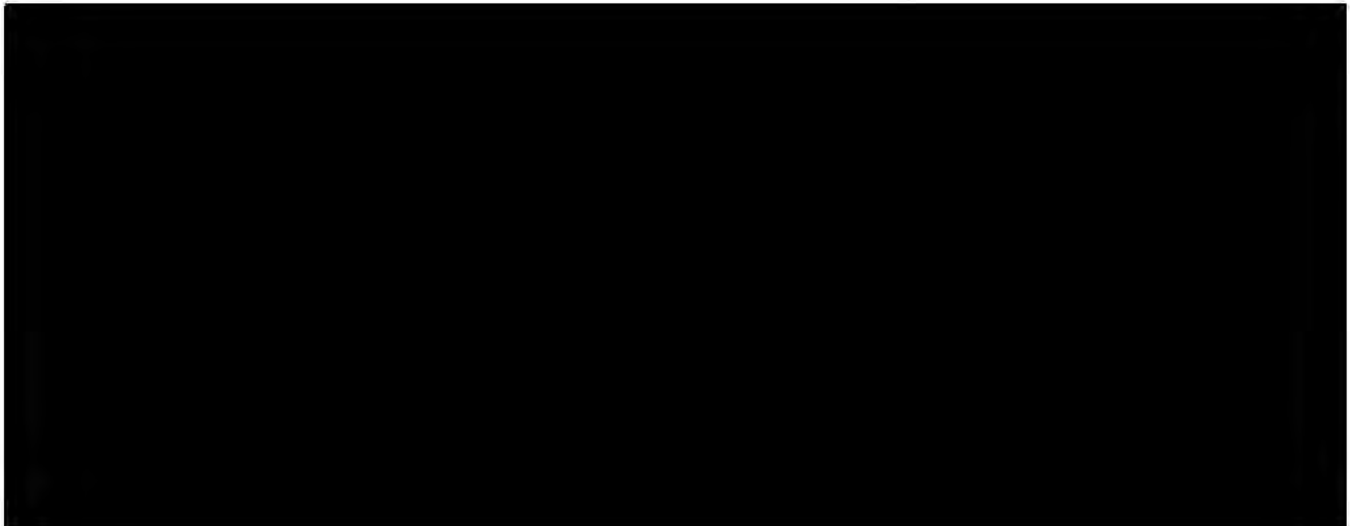


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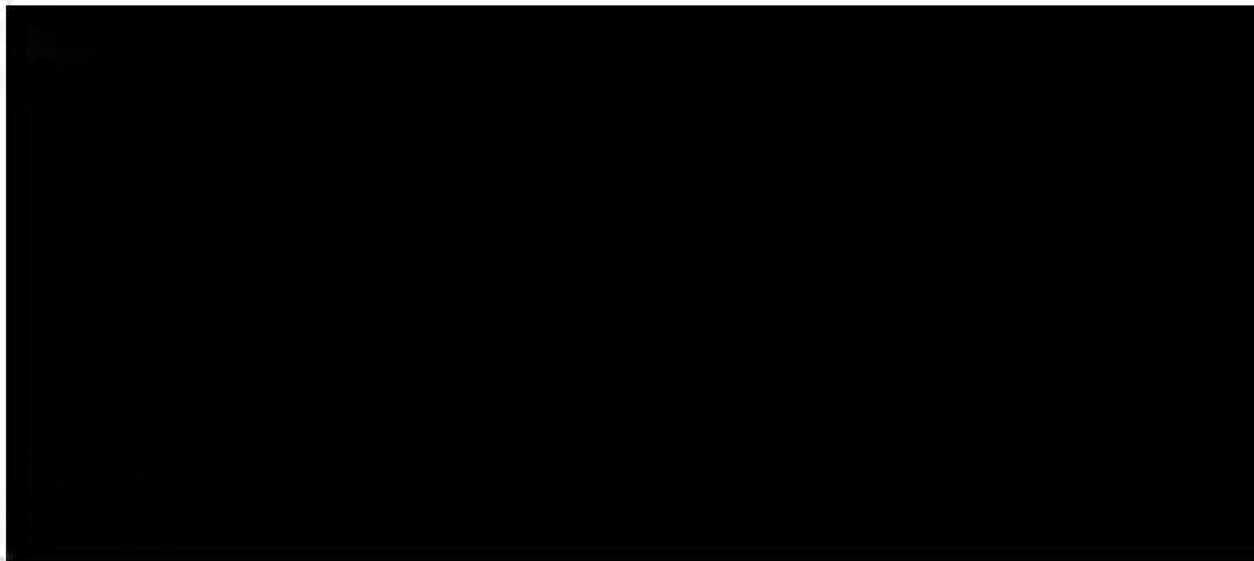


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MARY KICK BIANCHI

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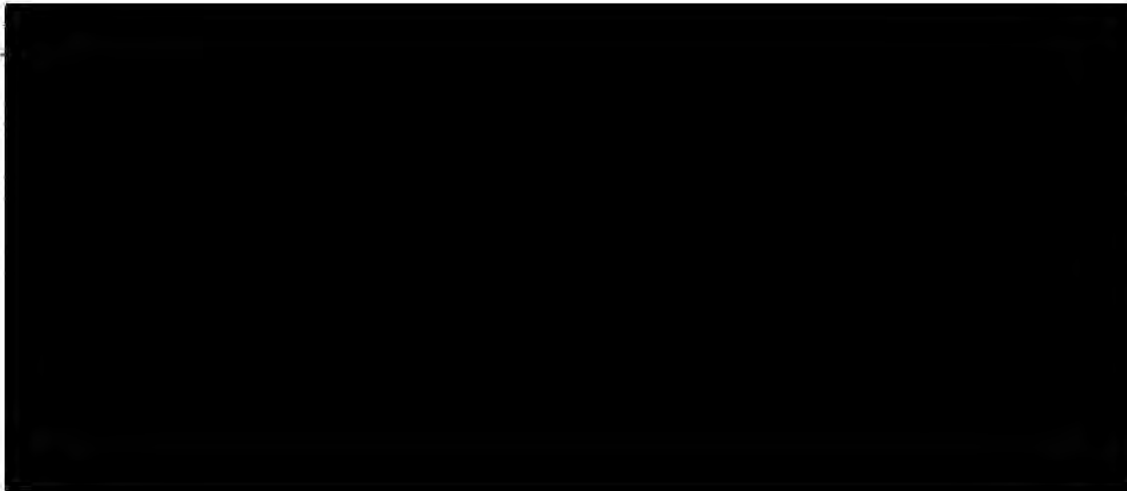


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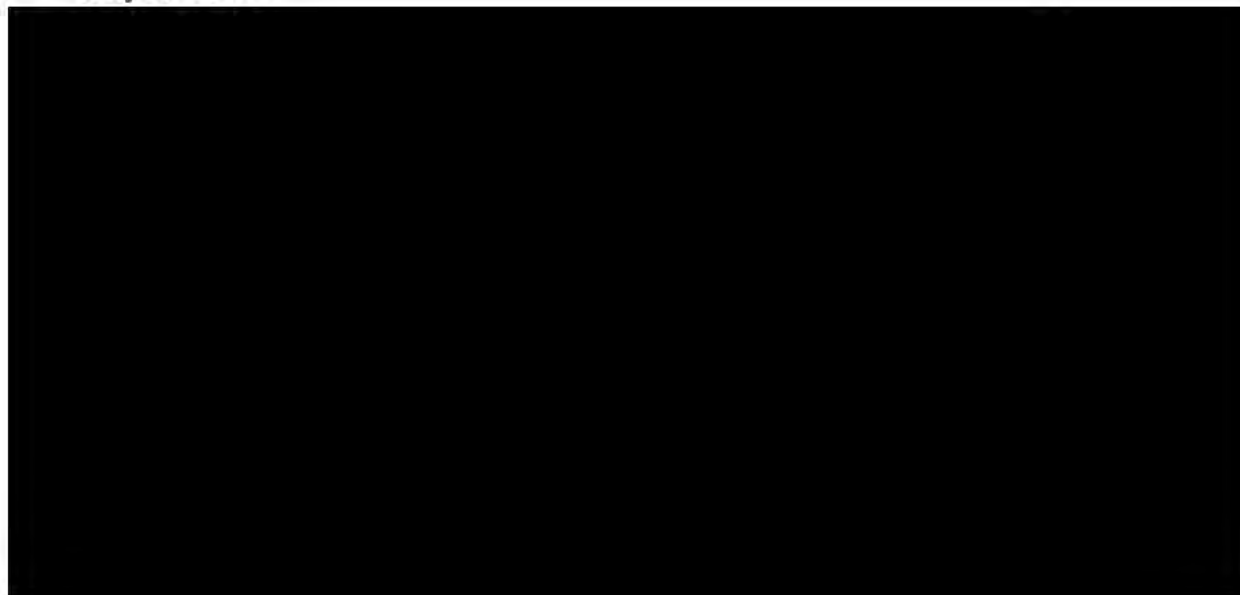
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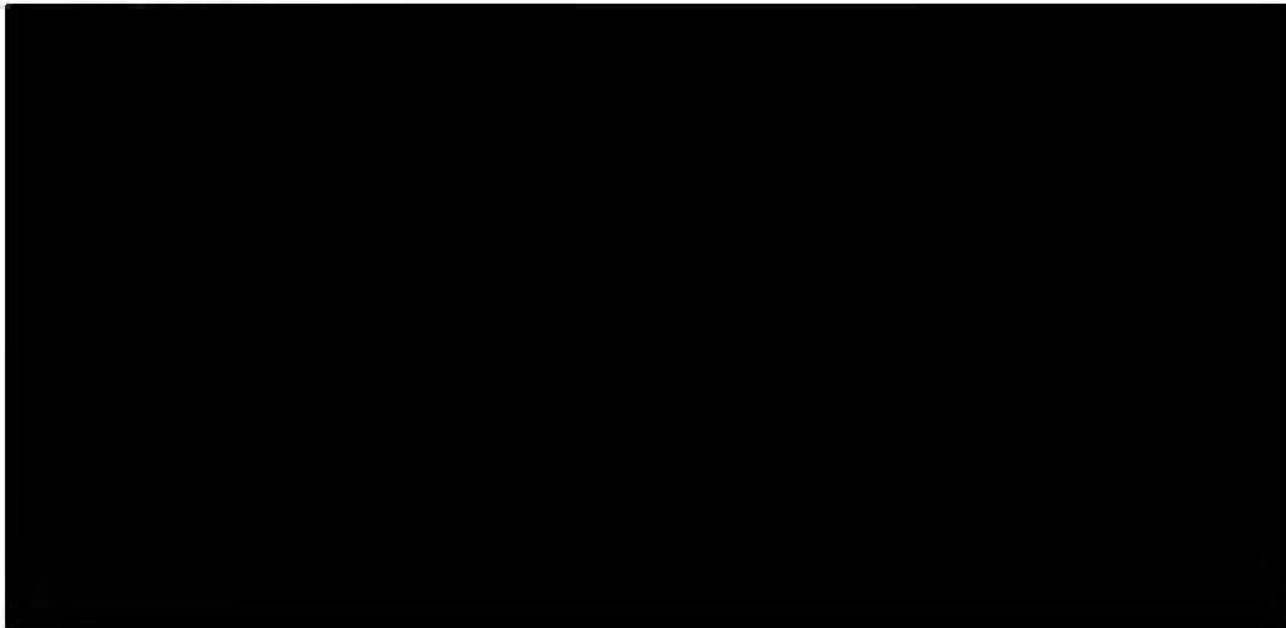


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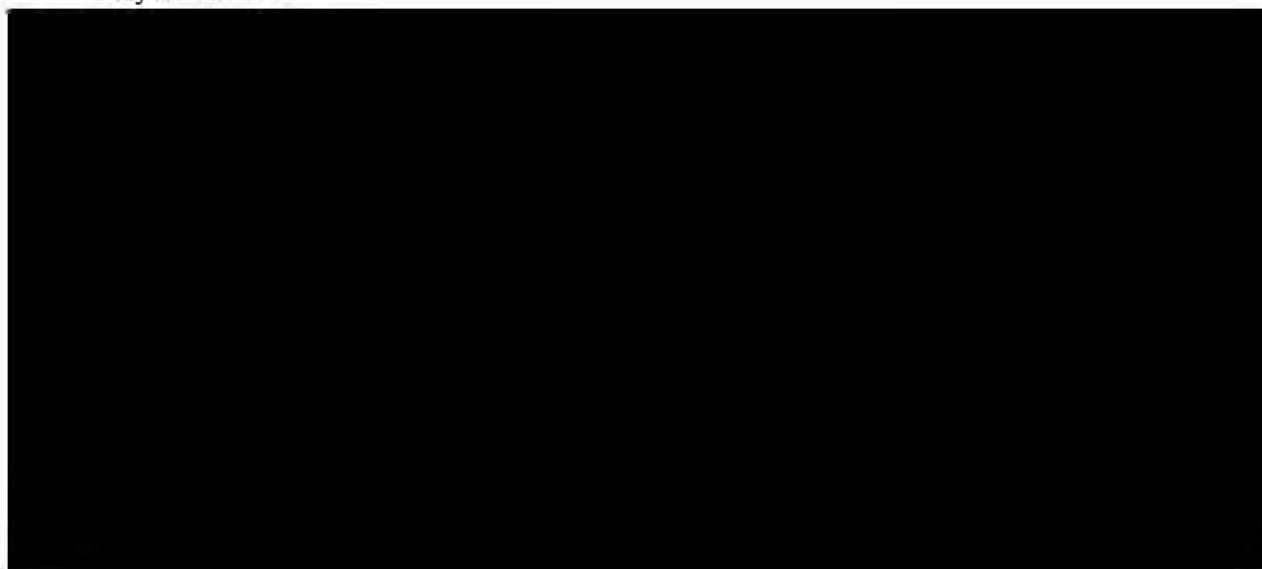


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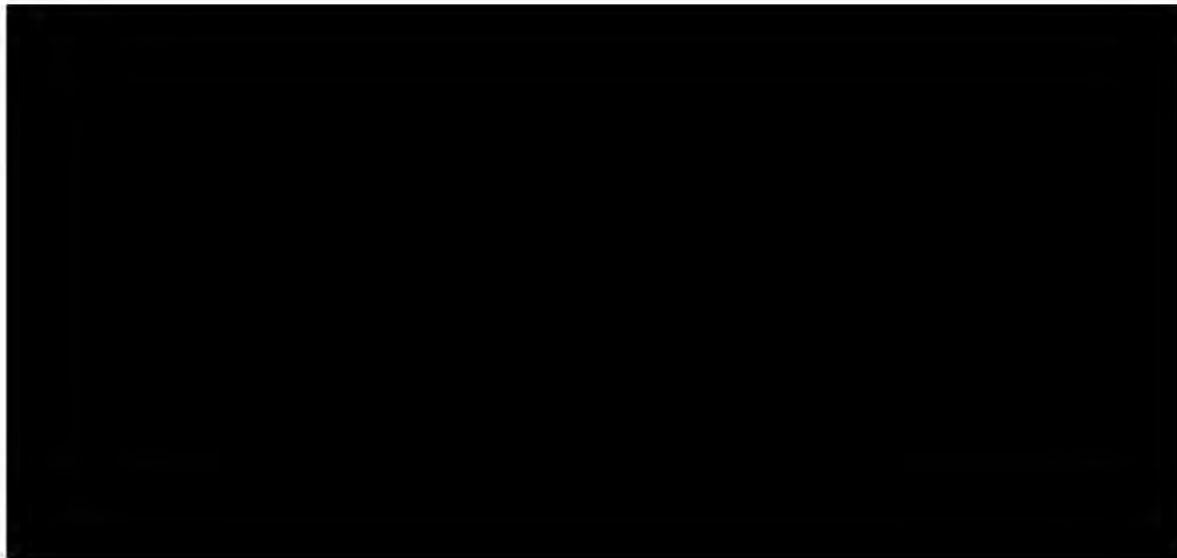


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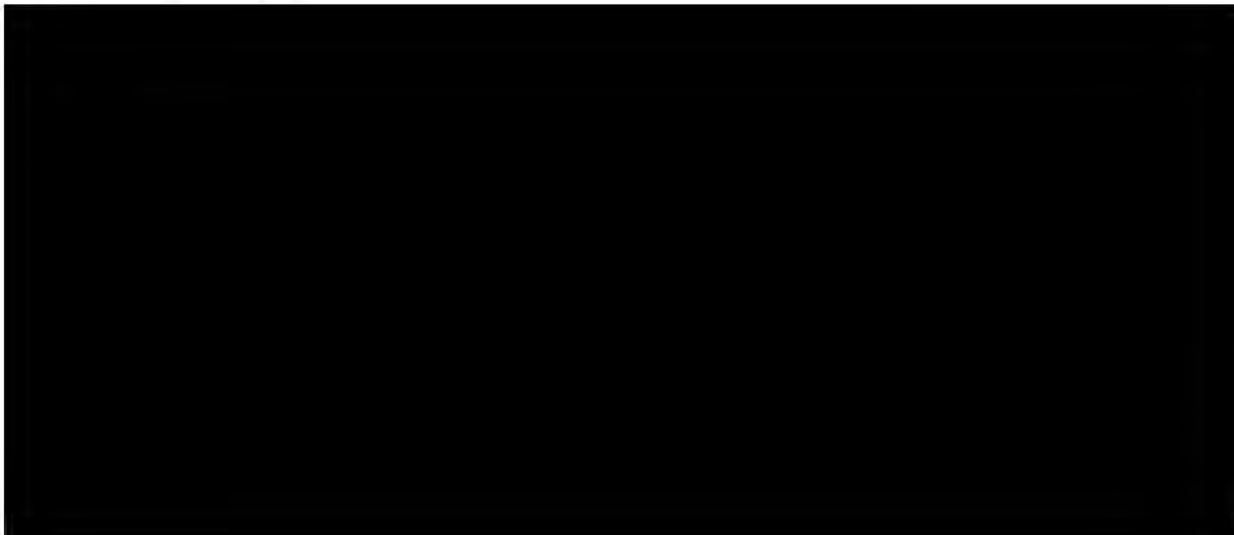


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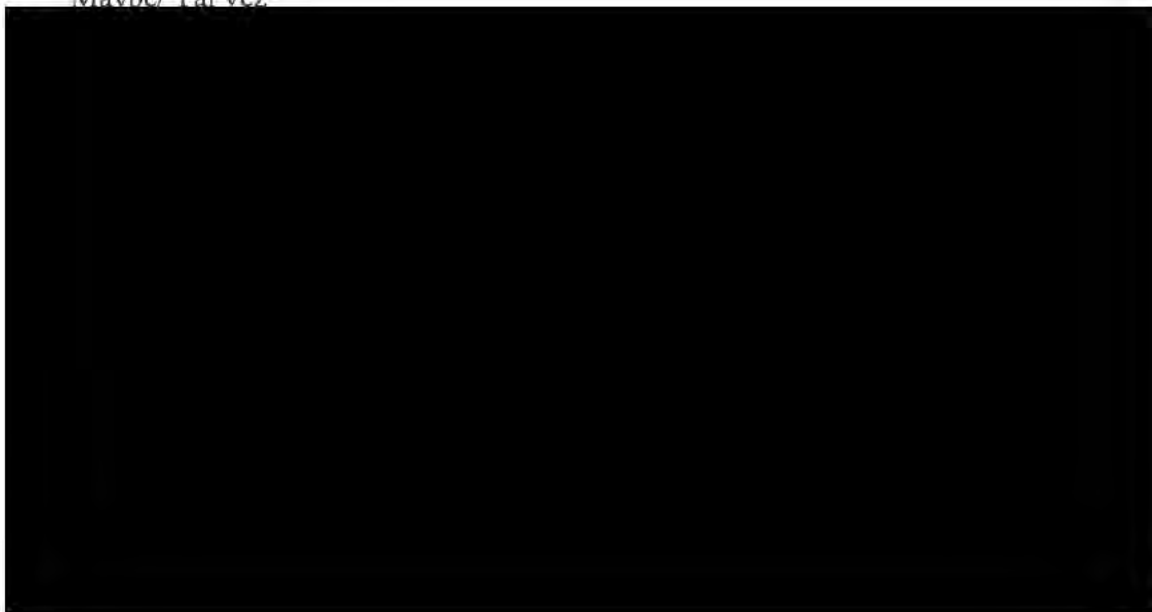


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North Las Vegas, NV 89081



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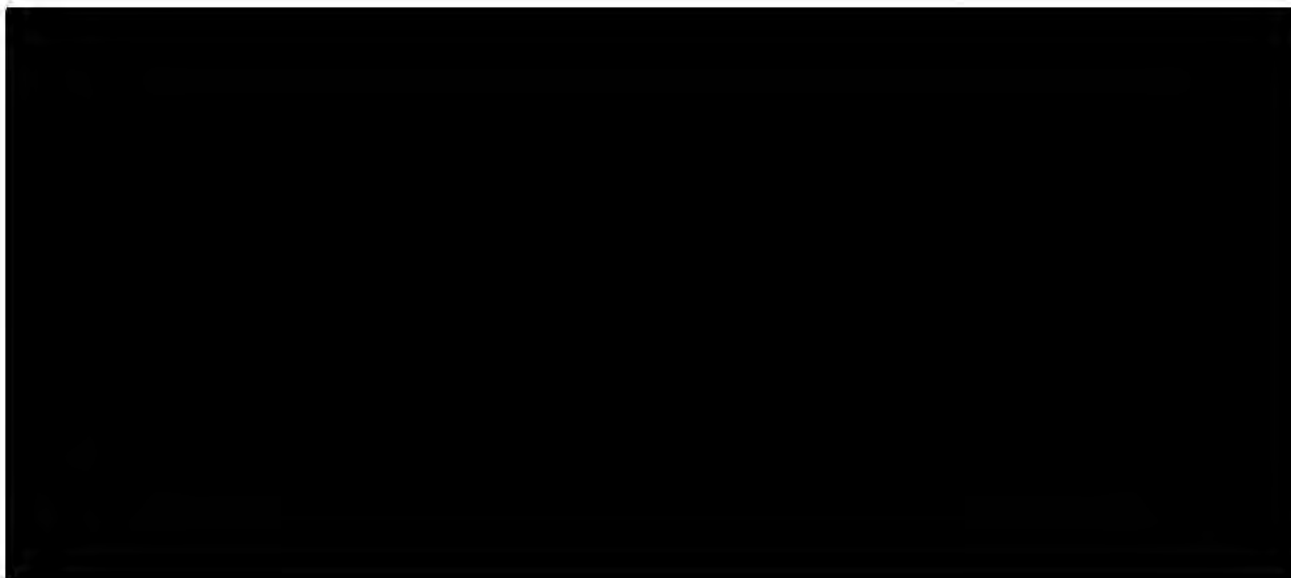


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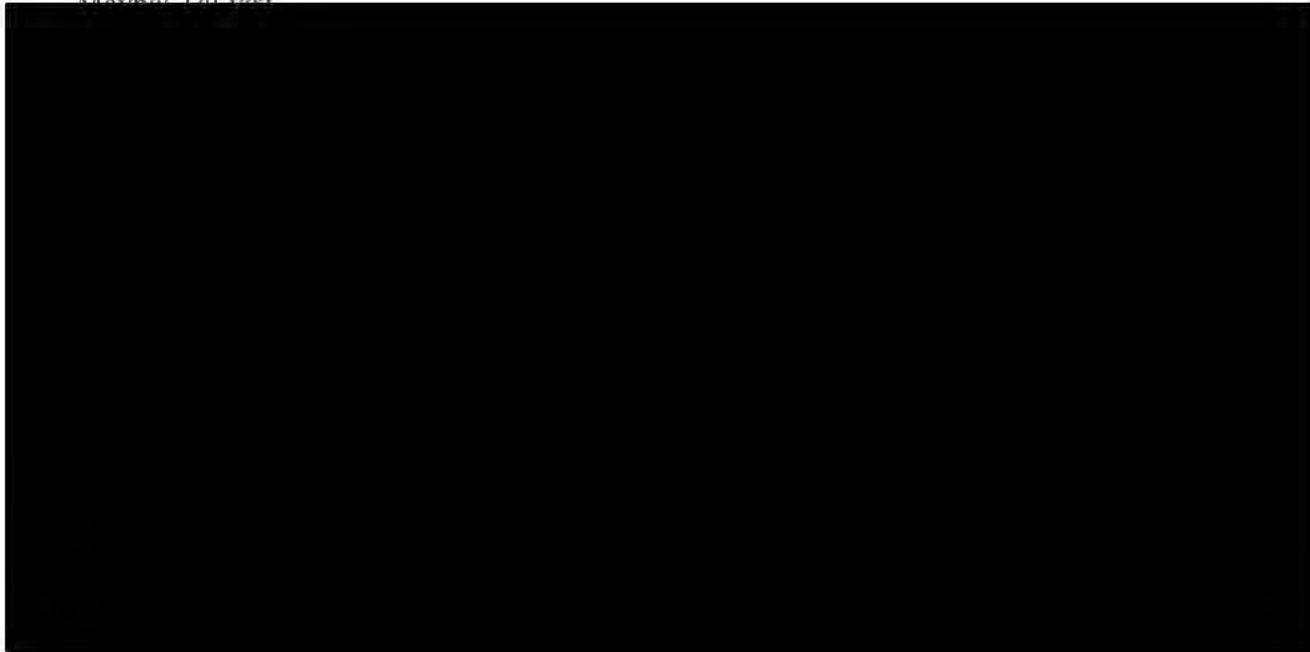


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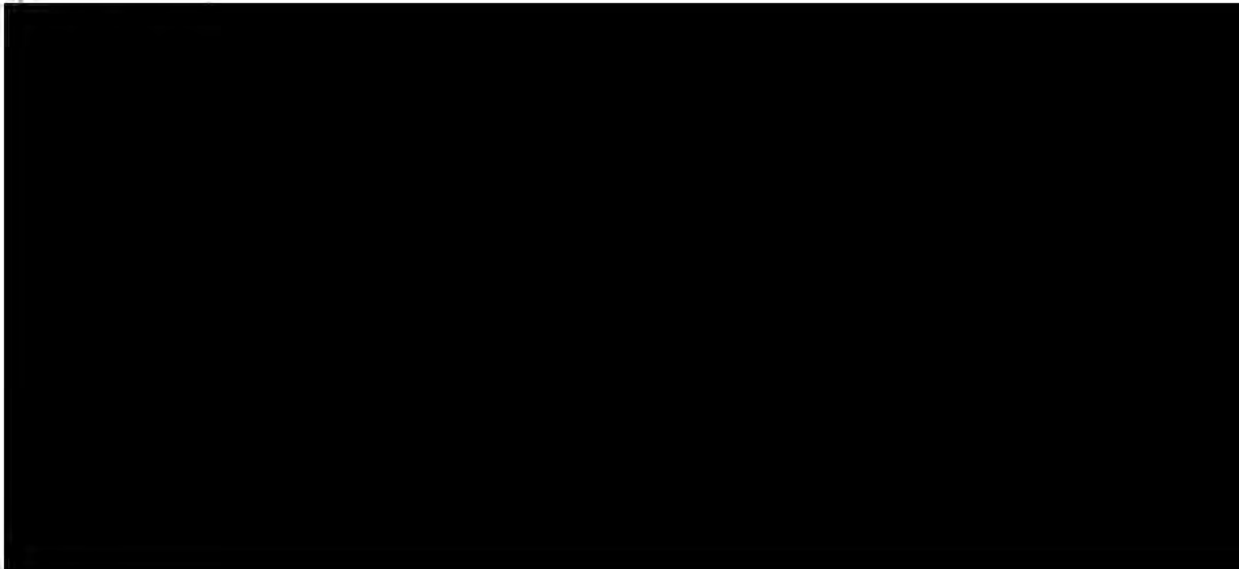


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Mia
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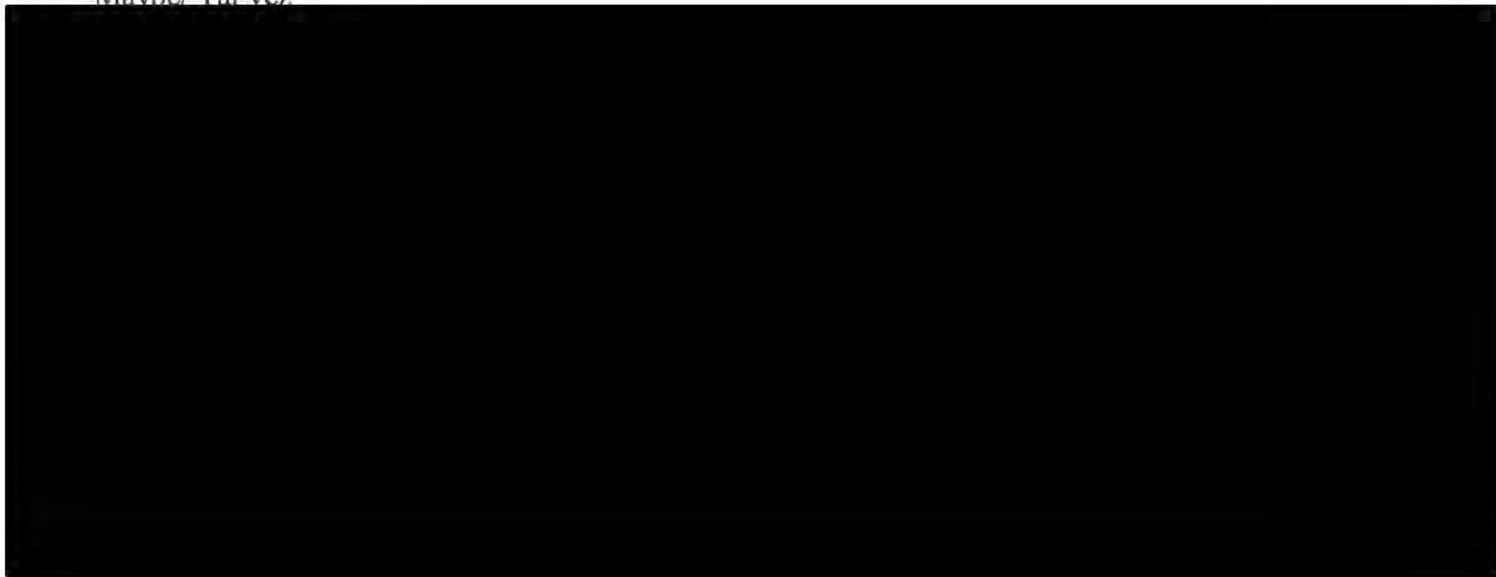


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November 6th Thank you



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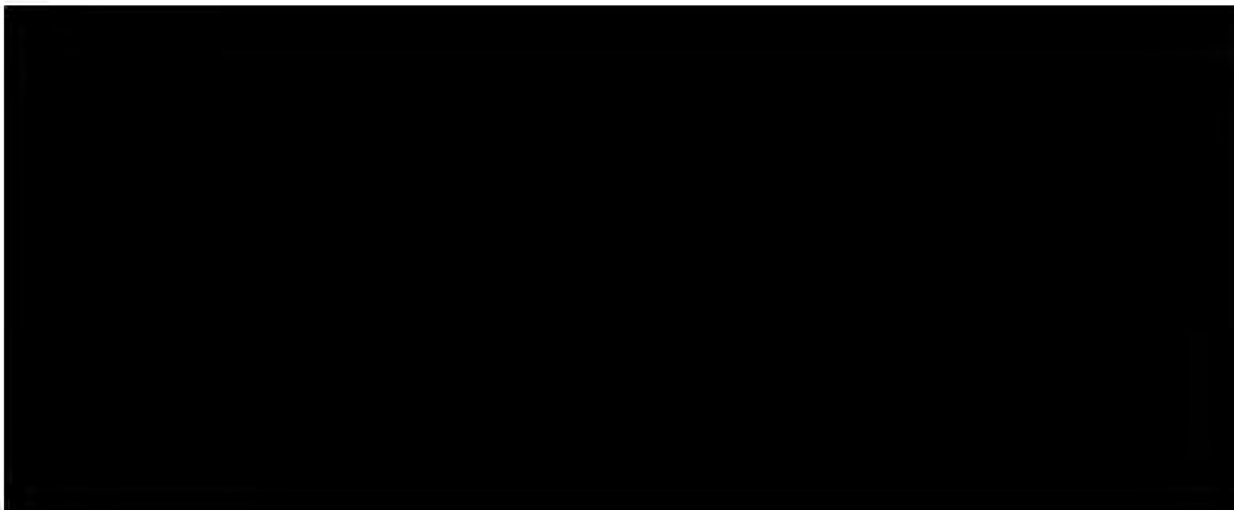


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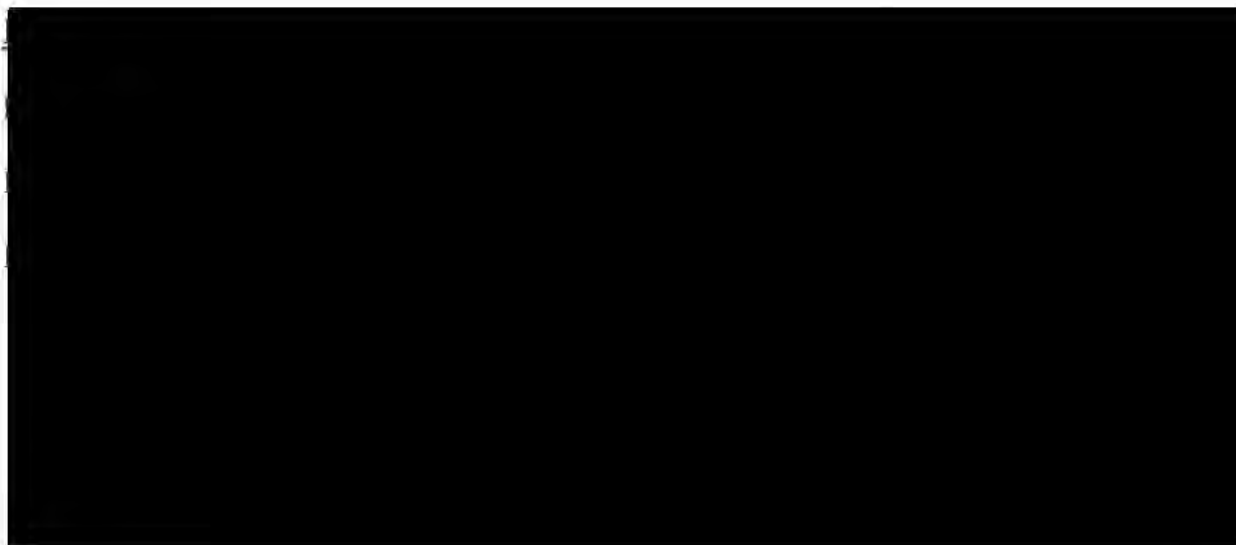
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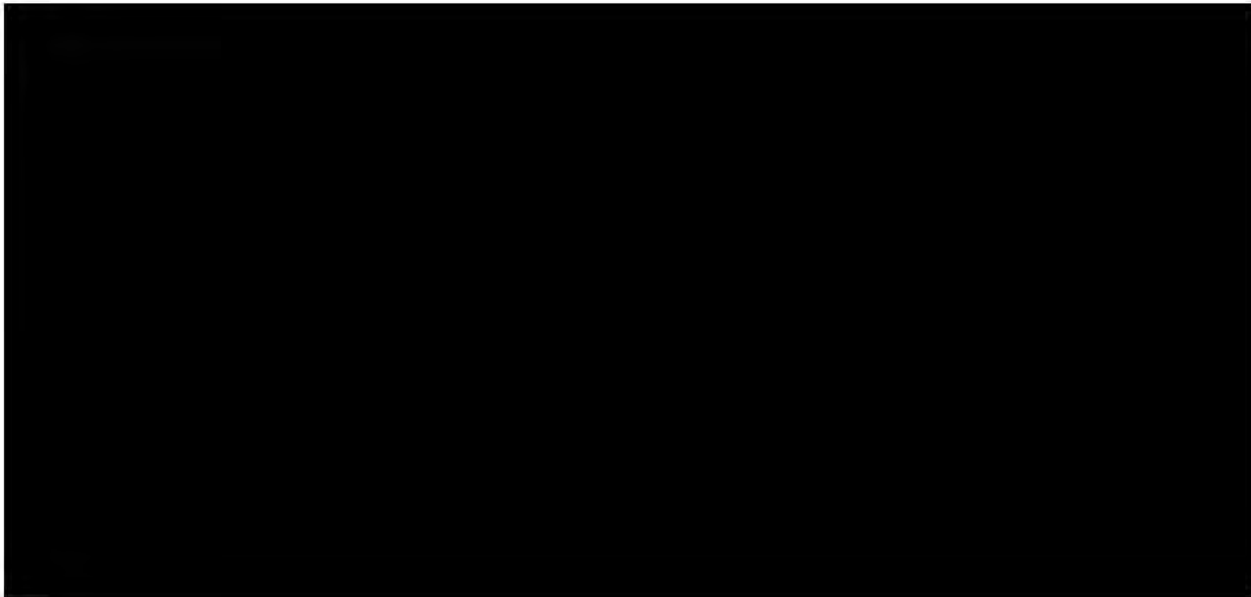


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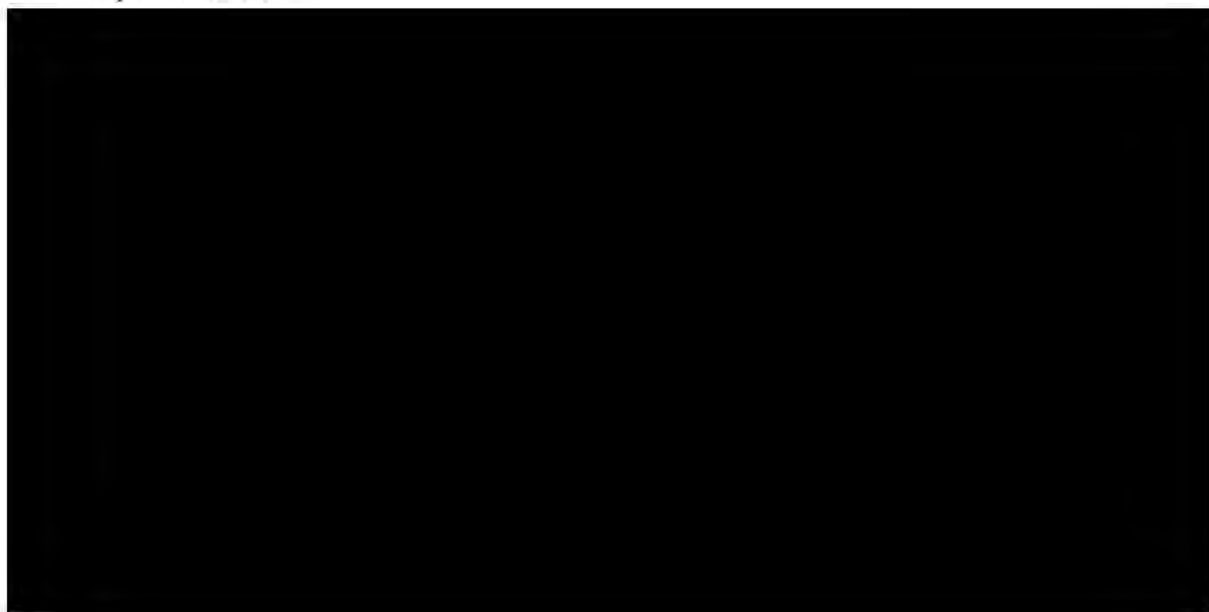
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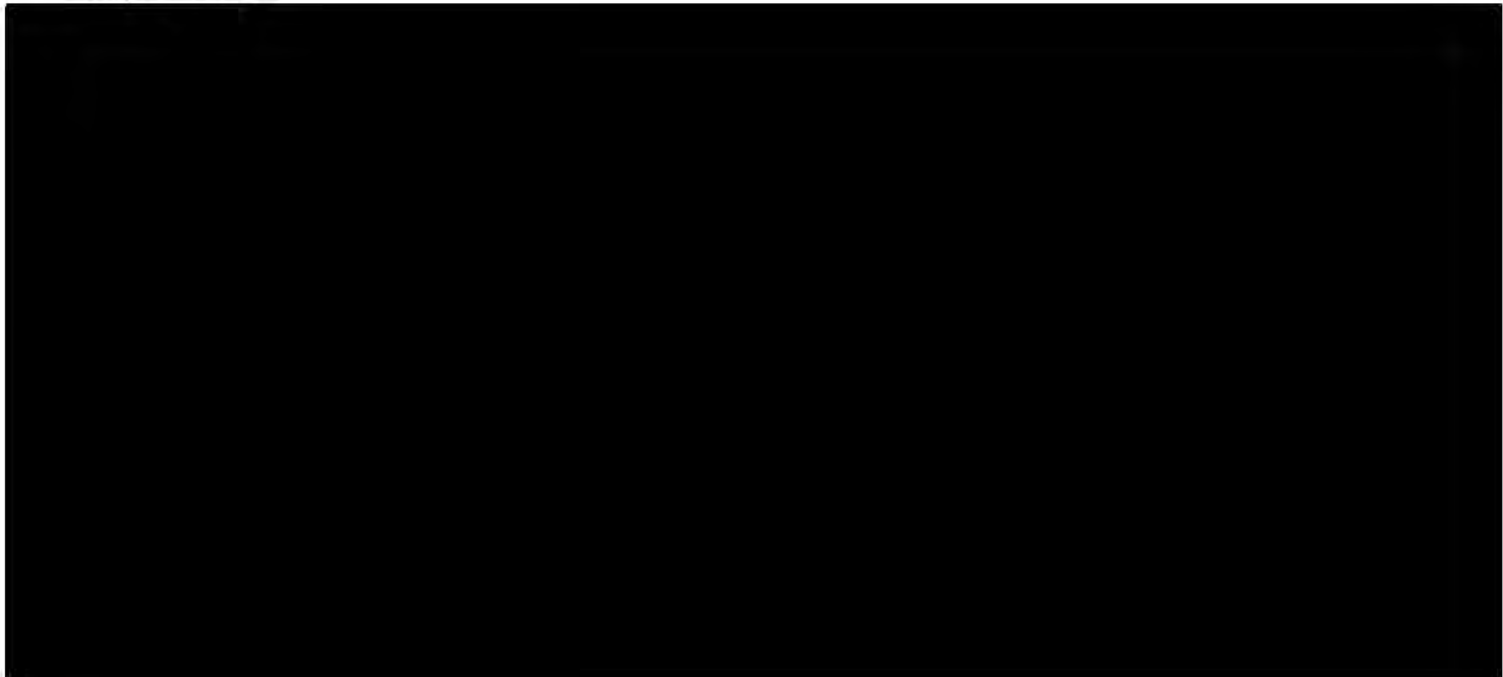
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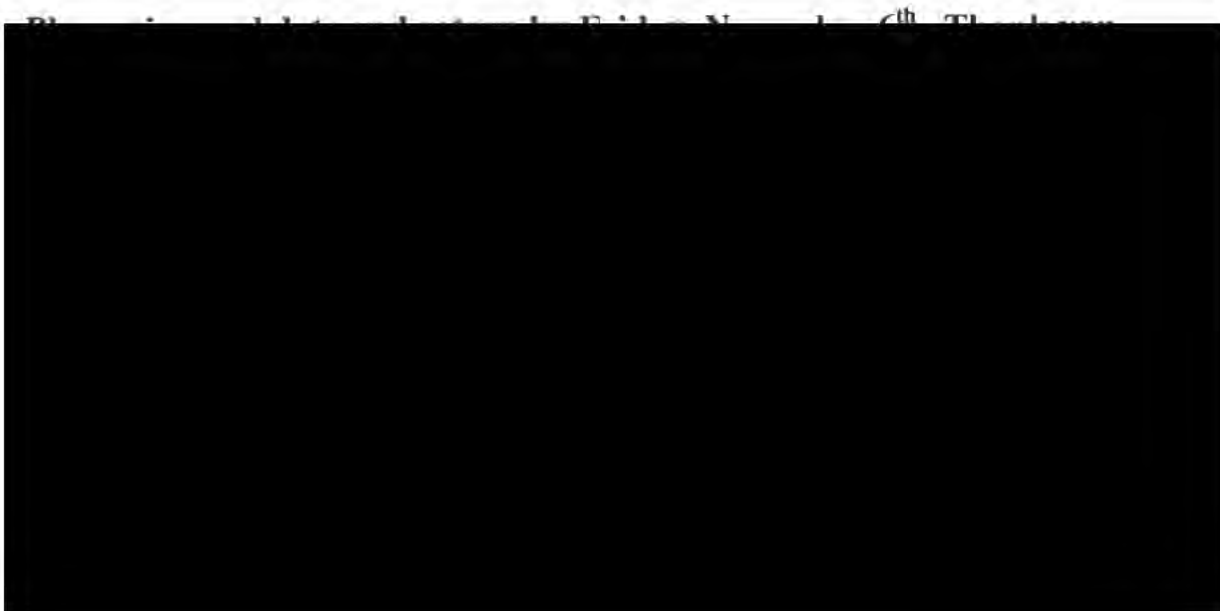


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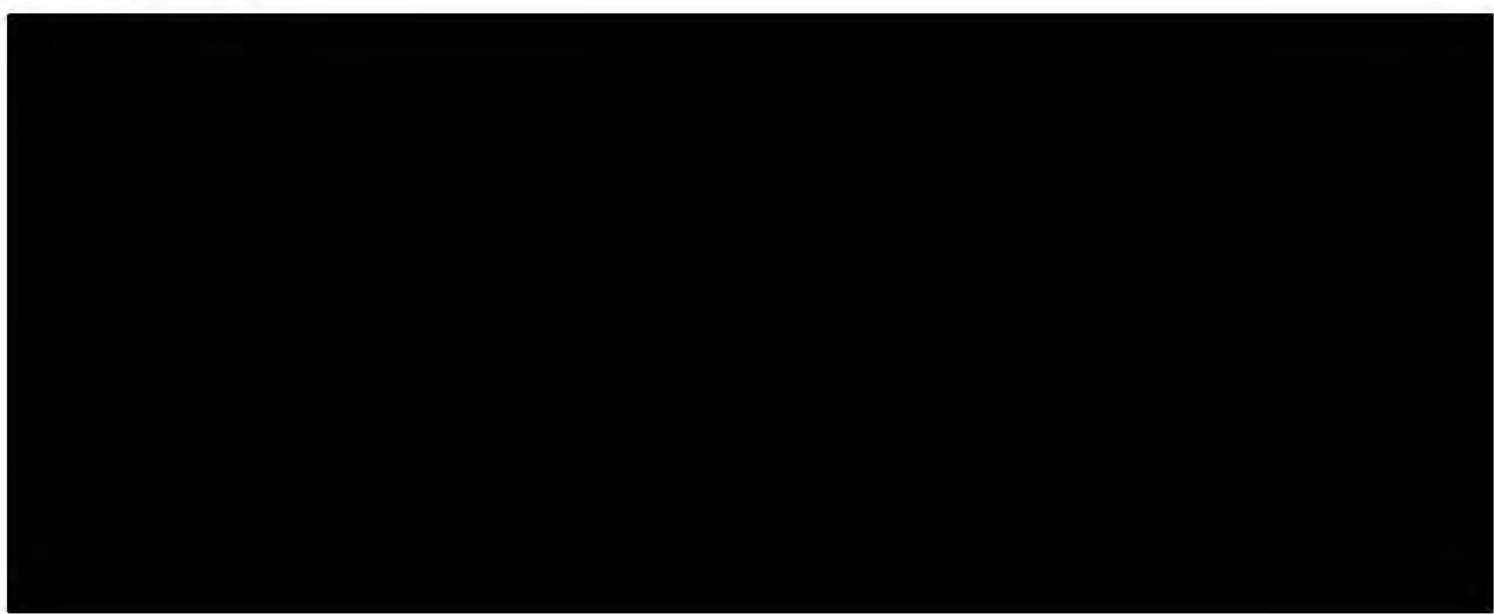
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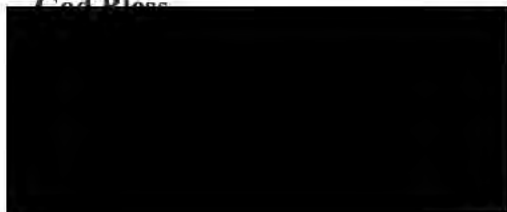
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2245 Raymond Ln
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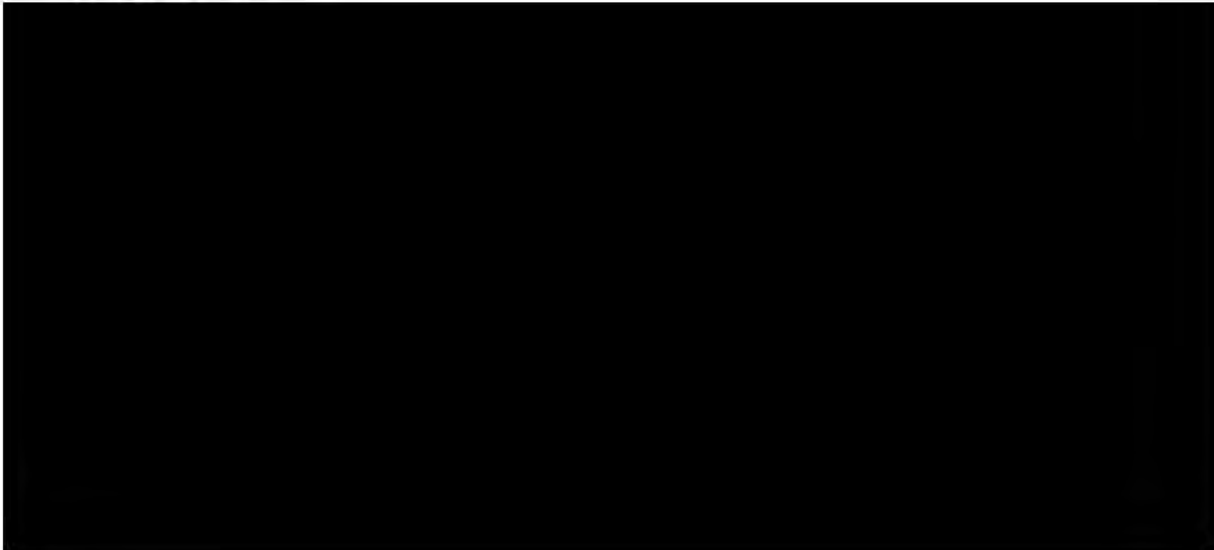


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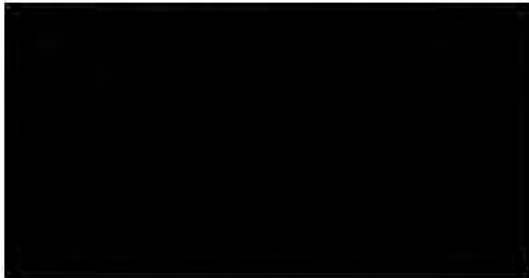
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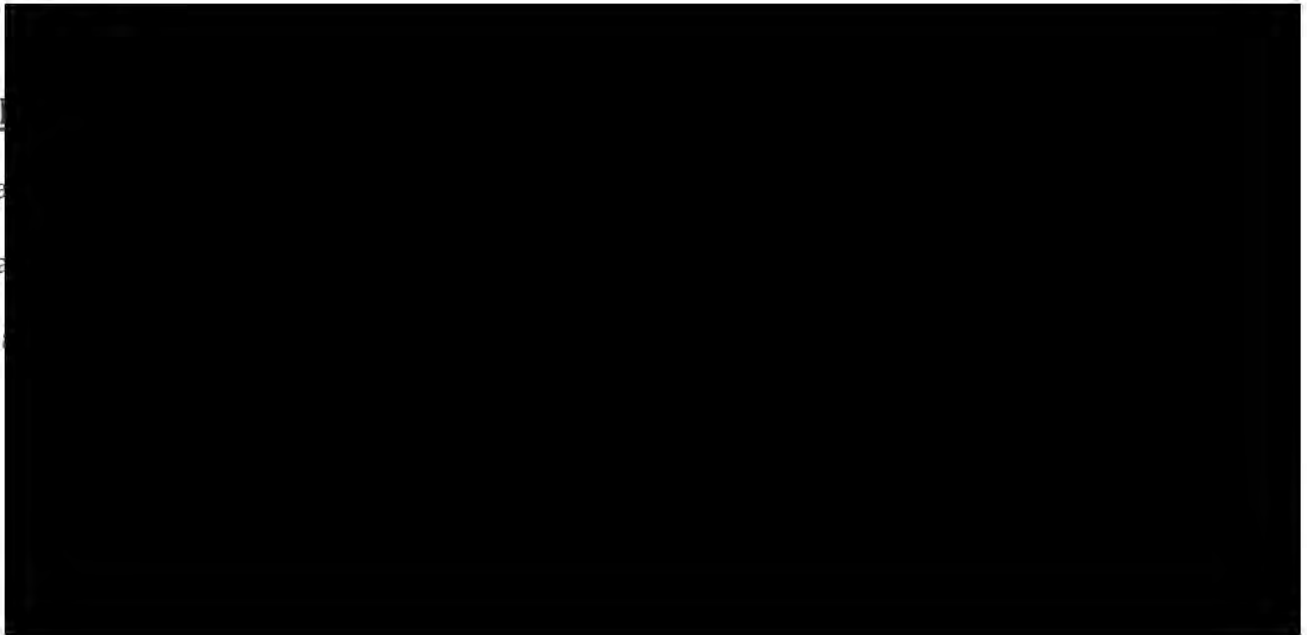
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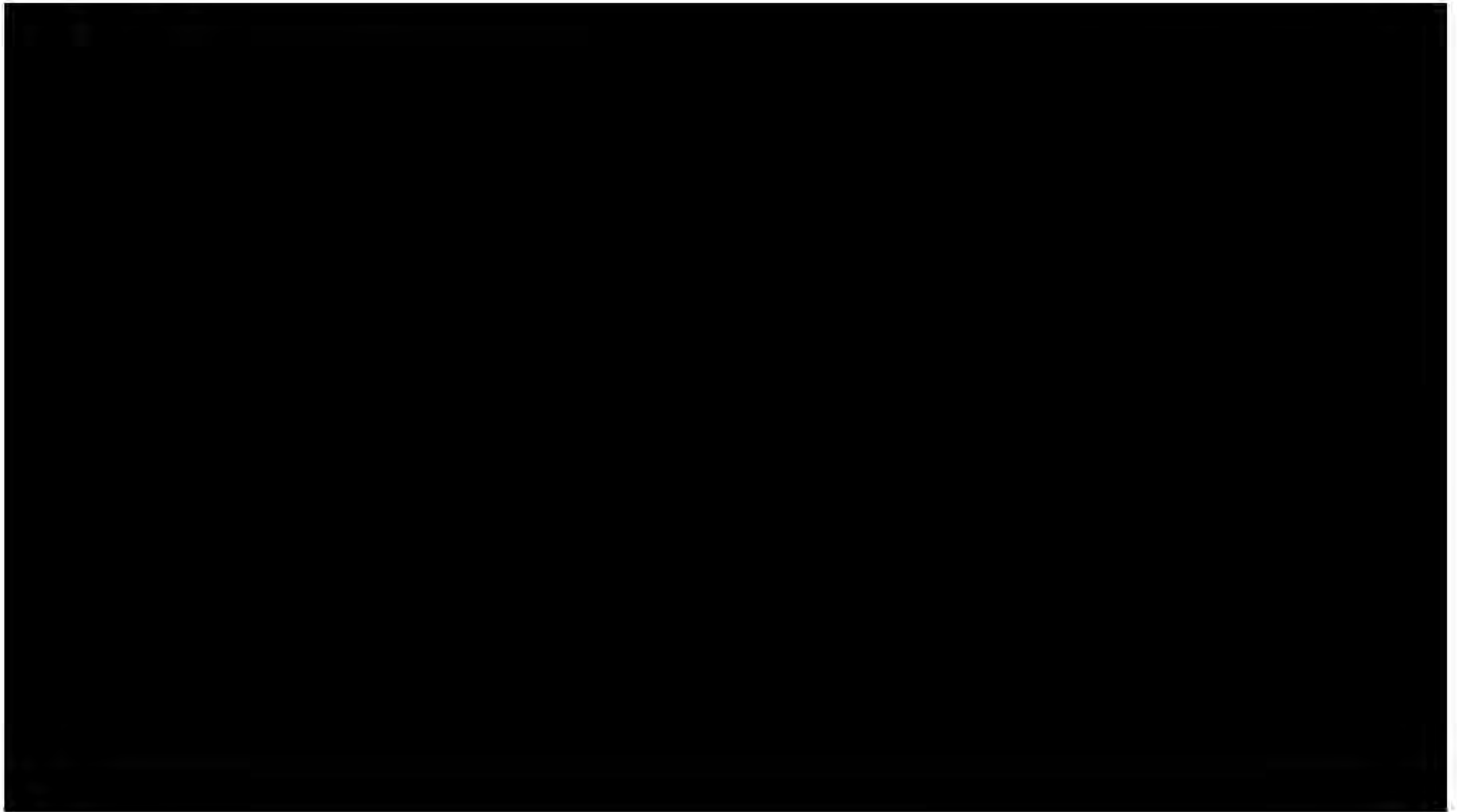


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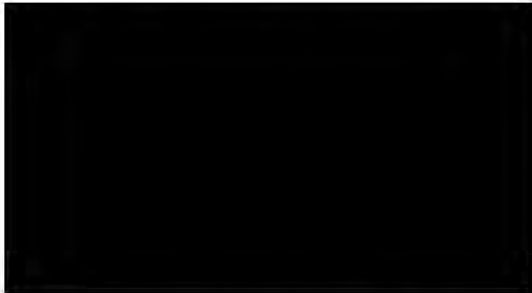
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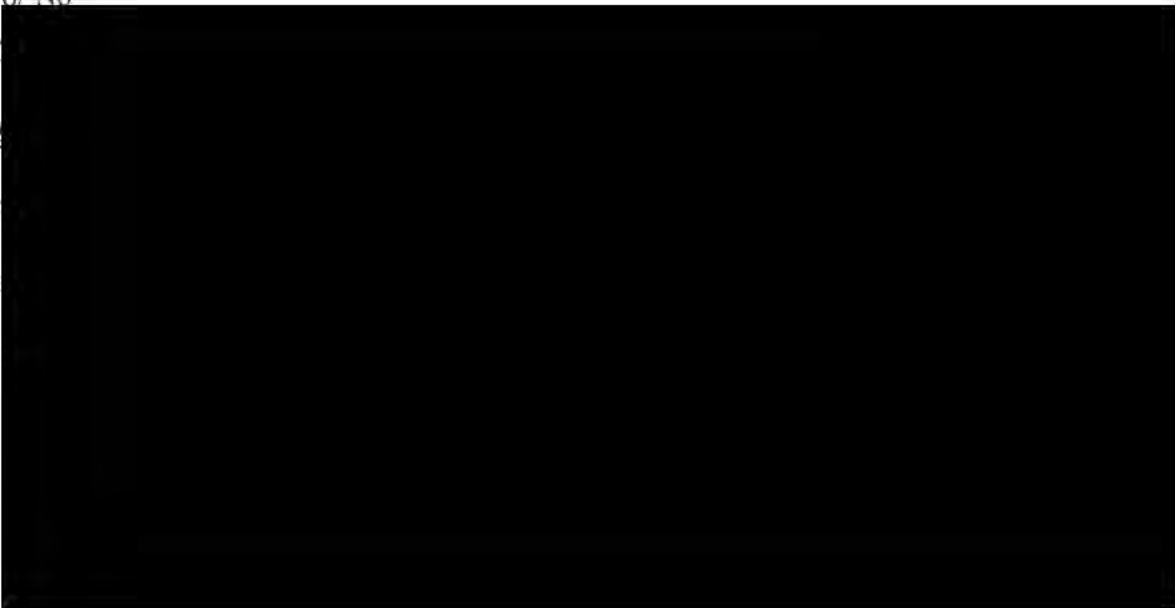
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Date:





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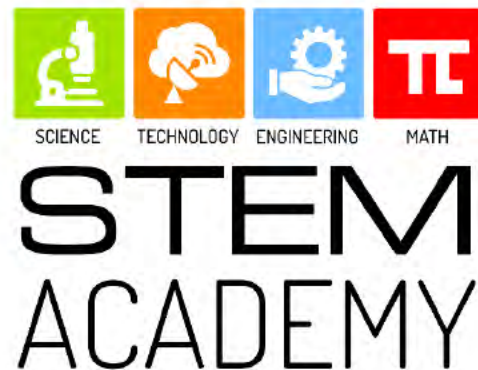




PTAA/Nevada

ATTACHMENT 14

Incubation Year Planning Table



Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Milestone Date(s)
INSTRUCTION			
	<ol style="list-style-type: none"> 1. Creating Scope and Sequence 2. Creating Pacing Calendars 3. Finalizing Curriculum Alignments 4. Finalizing Professional Development 5. STEM training Development 6. Procuring curriculum 7. Curriculum Distribution 	Shubham Pandey Shannon Houston	
TALENT			
	<ol style="list-style-type: none"> 1. Hosting Job Fairs 2. Sourcing sister schools teachers 3. Hosting J1 Visa programs 4. Hosting College Fairs 5. 	Derrick Love	
OPERATIONS			
	<ol style="list-style-type: none"> 1. Finalizing Facility 2. Applying for any zoning changes 3. Renovations 4. Applying for construction financing 5. Safety and security 6. Food and shared transportations 7. School Schedules 8. After school programs 	Shubham Pandey	
TECHNOLOGY			

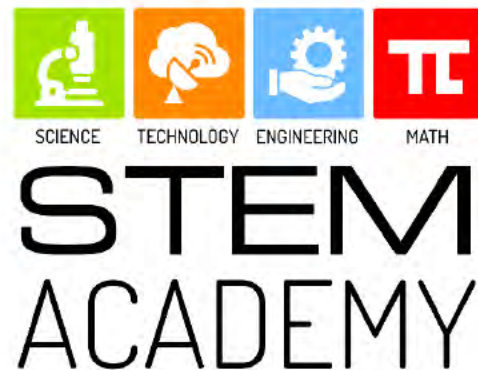
	Server setup Cloud services Domain controller setup AP setup Workstations setup LAN and WAN connections	Jean Avekoe	
<i>FINANCE</i>			
	Software setup Procedure setup Bank setup Fiscal Guidance policy setup state and Federal Finalizing Board Policy	Paul King	
<i>PARENT & COMMUNITY ENGAGEMENT</i>			
	Direct Mailers Online campaigns Open Houses Community seminars Finalizing Crosswalks Finalizing Handbooks	Shubham Pandey Derrick Love	
<i>SCHOOL SYSTEMS & CULTURE</i>			
	Student System Website Setup Student policy setup Open Houses Uniform tryouts	Sonya Gracy	
<i>OTHER</i>			
	HR Policies HR setup Payroll Setup	Sonya Gracy	



PTAA/Nevada

ATTACHMENT 15

Operational Execution Plan



Organization Plan for Pioneer Technology & Arts Academy: Year Oct 2020-Aug 2021

Startup Categories/Task	Starting Date	End Date
Facilities		
Finalize property Lease /Buy/Lease to Buy	October 2020	March 2021
Work with investors/banks to secure campus as necessary	October 2020	February 2021
Work with an Architect to create a building plans as necessary	October 2020	February 2021
City Zoning/ Permits as necessary	October 2020	February 2021
Final Inspection and occupancy certificate		July 2021
City Permits for Building Plans if necessary	January 2021	April 2021
Aligning all subcontractors Building Plans if necessary	April 2021	June 2021
Education / Classrooms		
Curriculum finalization for Middle School	October 2020	March 2021
Complete training documents regarding assessment requirements	October 2020	April 2021
Complete training documents regarding lesson plans and class methodologies	October 2020	April 2021
Ordering and Procuring team setup to acquire materials at the cheapest cost or through donations:	October 2020	July 2021
<ul style="list-style-type: none"> • Order Textbooks / classroom resources • Furniture (donations when possible "pledged resources") • Computers / tablets (donations when possible "pledged resources") • Robotics equipment • Lab materials • Language resources • Photocopy machines (leased initially) • Playground equipment (leased if possible) 		
Finalization of Calendars and class schedules	December 2020	April 2021
Student Orientation Dates Finalized	December 2020	April 2021
Community awareness open house to show curriculum and classroom methodologies	March 2021	May 2021
After school Clubs setup	January 2021	May 2021
Community Relations		

Startup Categories/Task	Starting Date	End Date
Identify resources that have pledged hours to help PTAA and categorize them according to their experience to create awareness for school in community	October 2020	February 2021
Update Website constantly	October 2020	August 2021
Use Social media to create constant updates and awareness in community	October 2020	August 2021
Timely press releases to announce school approval and enrollment info	October 2020	April 2021
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress.	October 2020	August 2021
School Administration		
School Governing board contact information updated on website	December 2020	February 2021
School Governing board monthly meeting schedules finalized and updated on website	December 2020	March 2021
School Policies finalized: <ul style="list-style-type: none"> • Student and Parent handbooks • Staff Handbooks • Admission Procedures documents • Transportation policies • Fiscal Policies • Board Policies • High school handbook • Cross Walks 	March 2021	May 2021
Hire Superintendent		February 2021
Human Resources		
Finalize Staff hiring documents	October 2020	February 2021
Hire Administration staff: Receptions, secretary, coordinators	March 2021	May 2021
Start interview process for lead teachers, elective teachers and other staff	March 2021	May 2021
Create school year contracts for staff & complete all hiring procedures	May 2021	June 2021
Setup in service dates for new hire	July 2021	August 2021
Teacher training schedules	July 2021	August 2021
Collect Insurance, W4, reference checks and copies of education certificates	July 2021	August 2021
Admissions/ Enrollment		

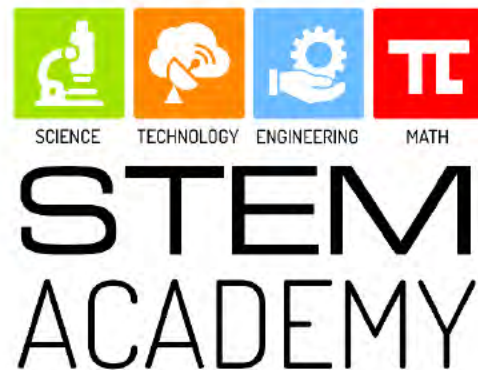
Startup Categories/Task	Starting Date	End Date
Finalize School Brochure, Admission forms and online enrollment form	December 2020	March 2021
Community open house to educate community on open enrollment dates and procedures	March 2021	May 2021
Publish online student and parent handbook	May 2021	May 2021
Hold Lottery	June 2021	July 2021
Confirm admissions to lottery winners	July 2021	July 2021
Establish Waitlist and educate parents on waitlist procedures	July 2021	July 2021
Request student records of confirmed acceptance	July 2021	July 2021
Collect demographic data, home language data and incoming assessment procedures	July 2021	July 2021
Special Education		
Identify Special Education students based on student records, assessment, parents input	July 2021	July 2021
Request further records from previous school district's special education coordinator	July 2021	July 2021
Special Education Staff training	July 2021	August 2021
Contracts with special education service providers	March 2021	July 2021
Contracts finalized with psychologist	March 2021	July 2021
Financials		
Finalize the contract with accounting firm	October 2020	February 2021
Finalize Chief Accounting Office internally or through Accounting Firm	October 2020	February 2021
Establish bank accounts and pass the information to TEA with routing number and account number	October 2020	February 2021
Establish Payroll Services	October 2020	February 2021
Establish Retirements and Insurance services through payroll	October 2020	February 2021
Hire auditor	February 2021	August 2021
Establish line of credits	October 2020	April 2021
Produce Financial reports	October 2021	August 2021
Finalize leases for equipment	January 2021	August 2021



PTAA/Nevada

ATTACHMENT 16

Facility Proof of Commitment



Facilities

Facilities :

1. Option 1:Attached Proposed Lease Agreement
2. Other Options: Additional Lease spaces under consideration

EDUCATIONAL FACILITIES LICENSE AGREEMENT

This Educational Facilities License Agreement (this "Agreement") is entered into this ___ day of October 29, 2020 (the "Effective Date"), by and between _____ and His Successors, a corporation sole for the benefit of _____ (sometimes alternatively referred to as "Licensor" and/or "RCB"), and Pioneer Technology & Arts Academy, a Nevada corporation (sometimes referred to as "Licensee"). Licensor and Licensee shall sometimes be referred to collectively herein as the "Parties".

RECITALS

WHEREAS Licensee desires to operate a public charter school (sometimes referred to herein as "Purpose" or "use") at the _____ ("School") facility of which the Licensor is the beneficial owner and which is located generally at _____ Bruce Street, North Las Vegas, Nevada, 89030 on which the School is currently situated for the sole purpose of operating a K-8 public charter school to be known as _____

WHEREAS Licensee specifically desires to use a portion of Licensor's property for the Purpose/Academy consisting of approximately 21,460 square feet and which will be more particularly described and depicted on Exhibit A, including, the legal description, which will be attached hereto and such space to be shared with Licensor pursuant to this Agreement.

WHEREAS Licensor will continue to exclusively occupy the _____ offices consisting of approximately 2,960 square feet, a small portion of the hall immediately behind the _____ offices consisting of approximately 600 square feet (which will be walled off), the _____ Meeting Room (both of which are contiguous to the School), and the _____ offices for the exclusive use of Licensor (the "Licensor Exclusive Space").

WHEREAS Licensor agrees to allow Licensee the nonexclusive use of the Premises for the Purpose during the year from July 1st through June 30th, during school days as set forth in this Agreement as well as prearranged school events on weekend afternoons where such use does not conflict with the _____ use for religious education and _____ community service programs and activities and Licensee agrees to pay Rent (as defined below) to Licensor in exchange for the use of the Premises, upon the terms and conditions set forth in this Agreement.

NOW, THEREFORE, in consideration of the foregoing promises and the mutual covenants herein contained, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I

PREMISES, LICENSE, AND USE OF PREMISES

- 1.1 **Description of the Premises/License.** Licensor is the owner of that certain real property, together with all improvements now or subsequently located thereon and all easements, rights, privileges, and appurtenances thereunto known generally as the School. Licensor hereby grants to Licensee a nonexclusive license in the Premises for the Purpose ON AN AS-IS BASIS WITH ALL FAULTS, WITHOUT RECOURSE TO LICENSOR AND WITHOUT REPRESENTATION OR WARRANTY EXPRESS OR IMPLIED AND ALL RISK WITH RESPECT TO THE PREMISES SHALL BE BORNE BY LICENSEE. The Premises which will be more particularly described in Exhibit A, but will

generally consist of:

- a) The lower grade level consisting of approximately 5,377 square feet;
- b) The upper grade level consisting of approximately 5,084 square feet;
- c) The modular classroom consisting of approximately 705 square feet;
- d) The old playground and shade structure consisting of approximately 2,250 square;
- e) The parking lot area surrounded by a chain link fence that is currently used as a playground area; and
- f) The cafeteria, the hall, and the computer lab consisting of approximately 5,044 square feet.

If not attached at the time of execution, within the next ninety (90) days after execution hereof, the Licensor will submit to Licensee a schematic of the Premises to then be attached to and become part of Exhibit "A".

- 1.2 **Timing of Licensee's Exclusive Use of Premises.** Subject to the conditions set forth in this Agreement, including, without limitation, the paragraphs within this Section One, of this Agreement, Licensee shall have the exclusive use of the Premises for the Purpose in a lawful manner that complies with all statutes, codes, ordinances and conditions applicable to the ownership, operation and improvement of the Premises. Licensee's exclusive use shall be in effect only during regular public school days, and regular public school hours, but in no event beyond 5:30 p.m., subject to the activities listed in Exhibit B, during regular public school days during the school year. Licensee shall provide, at its cost and expense, Licensee's own staff, materials, consumable products, paper, phone fees, maintenance fees, internet fees, toner, all utilities, maintenance, janitorial, instructional material, computers, phone systems, printers, copiers, information technology network connections and student and office furniture (collectively, "Licensee's Interests and Obligations"). Licensee agrees Licensor is under no obligation to consent to additional or alternative Purposes or uses.
- 1.3 **Timing of Licensor's Exclusive Use of the Premises.** Licensor shall have access to, and expressly reserves the right to exclusive use of the Premises after regular public school hours, but in no event later than 5:30 p.m. during regular school days, and during days when the Licensor is not in session, including, without limitation, weekends, for the Licensor to provide its after school and community service programs, including, without limitation religious education, the current Calendar for which is annexed hereto as Exhibit C.
- 1.4 **Additional Use Times of the Premises.** Licensee may also elect to provide academic recovery and enhancement and other charter school related programming during after school hours and off session/school day times. Licensee and Licensor agree to cooperate with each other to coordinate after school programming to avoid scheduling conflicts and facilitate student access to such programming, which if not specifically set forth on Exhibit C, shall be submitted in writing to Licensor's representatives set forth in the Notice section hereof and shall be subject to resolution under Section 6.
- 1.5 **Licensee's Use of Shared Space.** During the Primary Term and any Renewal Term (as those terms are defined herein), and so long as such use does not interfere with the Licensor's use of Shared Spaces, Licensee shall have a non-exclusive license to use areas surrounding the Premises which are reasonably necessary to the Licensor's use

of the Premises (such as areas of ingress and egress to the Premises, both vehicular and pedestrian; restroom facilities within the School; parking; bicycle racks; playground; etc., collectively hereinafter the "Shared Spaces") as is more clearly depicted and described in Exhibit A. Licensee agrees to indemnify, defend and hold harmless Licensors for, from and against any and all liability, damages, expense, causes of action, suits, claims or judgments arising from personal injury, death or property damage which may be claimed or asserted against Licensors or the Property, including, without limitation, reasonable attorneys' fees, on account of the exercise or use of Shared Space by Licensee or its suppliers, employees, contractors, agents, and invitees, of the rights and licenses herein granted.

1.5.a Parking. During the term of this Agreement, Licensee shall have the non-exclusive license to use in common with Licensors, guests, and invitees of the non-reserved common automobile parking areas, driveways, and footways, subject to rules and regulations for the use thereof as prescribed from time to time by Licensors. Licensors reserves the right to designate reasonable parking areas within the Premises, Shared Space, or in space in reasonable proximity to the Premises, for the Licensors, its agents and employees. Licensee shall provide Licensors with a list of all license numbers for the cars used by Licensee, its agents and employees.

1.5.b Calendar for Shared Space Use.

The Parties shall create a calendar ("Calendar") for the use of Shared Spaces when the Licensors seeks use of the Premises on the weekends or after 5:30 p.m. which shall be submitted to the Licensors no later than March 1, 2020. When not in use by Licensors, Licensors shall review and approve the Calendar for Shared Space use beyond the occupancy times set forth herein, which approval shall not be unreasonably withheld. Thereafter, the Calendar shall become part of this License as Exhibit "C". Any activities not listed on the Calendar shall be submitted to the Administrator and the Superintendent of Schools of the , who shall have the final approval for same should there be any disagreement about additional activities beyond the occupancy use times of the Premises.

- 1.6 **Condition of the Premises.** Licensee has toured the Premises, acknowledges and agrees that Licensors has not made, does not make, and specifically negates and disclaims any representations, warranties, promises, covenants, agreements or guaranties of any kind or character whatsoever, whether express or implied, oral or written, past, present or future, of, as to, concerning or with respect to: (a) the value, nature, quality or condition of the Premises, (b) the income to be derived from the Premises, (c) the compliance of or by the Premises or its operation with any legal requirements, (d) the habitability, merchantability, marketability, profitability or fitness for a particular purpose of the Premises, (e) the manner or quality of the construction or materials, if any, incorporated into the Premises, or (f) the manner, quality, state of repair or lack of repair of the Premises. The Licensors is responsible for making its own independent investigation of the Premises and shall be provided complete access for same at a time convenient to the Parties.

- 1.7 **Repairs.** During the Primary Term and any subsequent Renewal Terms, Licensee shall make, at Licensee's expense, all necessary repairs and maintenance to the Premises. Repairs shall include, but not be limited to such items as routine repairs of floors, walls, ceilings, and other parts of the Premises damaged or worn through normal occupancy, including major mechanical systems, electrical systems, and water systems (excluding

damages caused by Licensee or its invitees). If the Licenser believes that the Premises is in a state of disrepair or that a particular repair is needed, the Licenser may provide Licensee with written notice of the required repair, and Licensee shall schedule and perform such repair within a reasonable time, provided the disrepair was not caused by the Licenser or a person invited on the premises by the Licenser. All repairs shall be done in a good and workmanlike manner by licensed contractors.

ARTICLE II

TERM, RENT, SECURITY DEPOSIT, RETURN OF PROPERTY, AND SALE OF PERSONAL PROPERTY

- 2.1 **Primary Term.** This Agreement shall be effective on the date of execution by the Parties ("Effective Date"). Unless sooner terminated in accordance with the terms of this Agreement, the initial term of the use of the Premises (the "Primary Term") shall be for a period commencing on July 1, 2021 (the "Commencement Date") and terminating on June 30, 2026 (the "Termination Date"). This Agreement will terminate automatically on the Termination Date without any notice required by either Party.
- 2.2. **Rent/Deposit.** During the Term, Licensee agrees to pay Licenser rent ("Primary Term Rent") in the amount of One Dollar and 00/100 (\$1.00) per year ("Rent") and shall be payable without notice or demand on the first day of July each year.
- 2.3. **Options to Renew and Rent Adjustment.** Provided Licensee is not in breach of this Agreement, or has not breached but cured this Agreement on more than three occasions, Licenser hereby grants to Licensee an option to renew and extend the term of this Agreement for five (5) consecutive additional periods of six (6) years each from and after the expiration of the Primary Term, which additional period(s) shall herein be referred to as the "Renewal Term." Each Renewal Term option shall be exercised by Licensee first by giving written notice to Licenser of Licensee's intent to exercise said option, which notice should be provided not later than thirty (30) days prior to the expiration of the Primary Term, or the Renewal Term as the case may be.
- Upon exercising said option, this Agreement shall be deemed to have been extended for an additional six (6) year term, which shall commence at the time and date of the expiration of the Primary or Renewal Term herein. The rent for the First Renewal Term shall be the same as in the Primary Term Rent. Each Renewal Term shall be identified by the number of that period's renewal term. Thus, the first Renewal Term shall be identified as the First Renewal Term, and each on labeled consecutively thereafter.
- 2.4 **Return of the Premises.** Upon the termination of the License or should the Licensee forego an option to extend the License, Licensee shall surrender the Premises to Licenser at the end of the term in the same condition as the date of the commencement of the Primary Term, except for ordinary use and wear, approved alterations, improvements, and modifications.
- 2.5 **Tangible Property.** Desks and other furniture belonging to the School shall be donated to the Licensee. Tangible property that is affixed to the School structure and/or Premises such as White Boards shall be donated to the Licensee. Any personalty purchased by the School with Title I funding monies or with monies donated by the

benefactors, shall be donated to the Licensee. Items purchased by the School with monies other than that donated by the benefactors or Title I funding monies and which is not affixed to the School structure shall remain the property of the Licensor and be removed no later than June 30, 2020.

ARTICLE III

OPERATIONS

- 3.1 **Establishment of Operating Rules.** Initial rules concerning shared use of the Premises by Licensor and Licensee are set forth on Exhibit B attached hereto (the "Rules"). Representatives of Licensee and representatives of Licensor (collectively, the Parties or "Principals") shall establish an ongoing cooperative working relationship to coordinate and address use of the Shared Space and the Premises. The Parties shall work together to establish any further operating rules needed to govern the use of the Shared Space. These rules may be revised from time to time in writing signed by both Parties. However, if there is a conflict between the Parties regarding the use of the Shared Space, then Article 6 shall apply to resolve such conflict.
- 3.2 **Tobacco, Drugs and Alcohol.** Except as permitted by law, including, without limitation, federal law, state law, and any and all applicable local laws, ordinances, and regulations, Licensee shall not keep, permit or allow any illegal or non-prescribed drugs or any liquors or beverages of any intoxicating nature or tendency, except for sacramental wine, to be sold, used or possessed on the Premises. Licensor and Licensee hereby agree that smoking, vaping or any other use of tobacco or cannabis products of any kind is prohibited on the Premises.
- 3.3 **Maintenance and Utilities.** Licensor and Licensee shall cooperate to maintain the Building and the Property, and all portions thereof and improvements thereon, in good, clean order and condition and shall make all necessary repairs and replacements so as to keep the Building and the Property in an attractive, safe and functional state, ordinary wear and tear after the last necessary repair excepted. Utility, custodial, landscape maintenance, exterior maintenance, and telecommunications expenses for the Building and the Property shall be provided for, and all costs associated with any and all maintenance and utilities ("Expenses") shall be solely borne by, and paid for, in a timely manner by the Licensee for the duration of this License and any subsequent renewal thereof. Licensor shall have no duties or obligations with respect to the Premises during the Primary Term or any subsequent Renewal Term(s).
- 3.4 **Custodial Services.** Custodial services shall be provided to all occupiable spaces on the Premises, and including materials, supplies, and labor, during school hours and after hours daily by Licensee through a third party professional custodial company that is insured and bonded. Licensor shall have the right to approve the third party professional custodial company, which approval shall not be unreasonably withheld. At all times during this License, the Licensee shall be solely responsible the custodial services and any and all costs associated therewith. Licensor shall have no duties or obligations with respect to any custodial or cleaning services the Premises during the Primary Term or any subsequent Renewal Term(s).

- 3.5 **Water, Sewer, Electricity, Natural Gas and Trash Removal.** During the Primary Term of the License and any subsequent Renewal Term, Licensee shall be solely responsible for all utilities, including, without limitation, water, sewer, electricity, natural gas and trash removal. Licensor shall have no duties or obligations with respect to the payment or procurement of any and all utilities for the Premises during the Primary Term or any subsequent Renewal Term(s).
- 3.6 **Landscape Maintenance.** During the Primary Term of the License and any subsequent Renewal Term, Licensee shall be solely responsible for all landscape upkeep, repair, maintenance, mowing, and snow removal from the parking lot and sidewalks ("Landscape Services"). Landscape Services shall be contracted and overseen by Licensee through a third party professional company(ies). Licensor shall have the right to approve such company(ies), which approval shall not be unreasonably withheld, conditioned or delayed. Licensor shall have no duties or obligations with respect to any Landscape Maintenance during the Primary Term or any subsequent Renewal Term(s).
- 3.7 **Telecommunications Service (Internet and Phone).** Licensee shall establish and maintain all telecommunications, internet (including, wireless), and telephone service ("Service") at all times for the Premises during the Primary Term and any subsequent Renewal Term. Licensee will provide any and all needed equipment to permit Licensor access, including, without limitation, "port" (equipment) and passwords, sufficient for Licensor to access the same Service and allow both Licensor and Licensee to secure their information, data, data transmission and communications. Licensor shall have no duties or obligations with respect to any Service during the Primary Term or any subsequent Renewal Term(s).
- 3.8 **Food Service.** The Parties will arrange, contract for, and pay separately for food service.
- 3.9 **Taxes.** Licensee shall pay, prior to delinquency, any and all applicable general real estate taxes and installments of special assessments, ad valorem (unless exempted) and non-ad valorem, and any other property taxes, fees and charges incurred on the Premises and relating to Licensee's use/Purpose thereof, coming due during the Agreement term(s) on the Premises, whether currently being charged or created and charged in the future, and all personal property taxes with respect to Licensee's personal property, if any, on the Premises. Licensee shall also be responsible for paying all personal property taxes with respect to Licensee's personal property at the Premises.
- 3.10 **Hazardous Materials.** During the term of this Agreement (as may be extended), Licensee will not use, generate, place, store, release or otherwise dispose of Hazardous Materials (as defined below) in any portion of the Property (including, without limitation, the Premises), except in strict accordance with all laws, including, without limitation, all Environmental Laws (as defined below). In the event of a breach of the foregoing, Licensee will undertake remediation or removal in accordance with all Environmental Laws. In addition, Licensee will indemnify, defend and hold Licensor harmless against and reimburse Licensor for all Hazardous Materials Liabilities (as defined below) asserted against or incurred by Licensor as a result of a breach of Licensee's obligations under this 3.10. As used herein, the term "Hazardous Materials" shall mean (a) any waste, material or substance (whether in the form of a liquid, a solid, or a gas and whether or not air-borne), which is or is deemed by governmental authority to be a

pollutant or a contaminant, or which is or is deemed by governmental authority to be hazardous, toxic, ignitable, reactive, corrosive, dangerous, harmful or injurious, or which presents a risk, to public health or to the environment, or which is or may become regulated by or under the authority of any applicable local, state or federal laws, judgments, ordinances, orders, rules, regulations, codes or other governmental restrictions, guidelines or requirements, any amendments or successor(s) thereto, replacements thereof or publications promulgated pursuant thereto ("Environmental Laws"); (b) petroleum, including crude oil or any fraction thereof; (c) any asbestos or asbestos containing material, (d) any polychlorinated biphenyl; (e) any radioactive material; (f) radon gas; and (g) urea formaldehyde. The term "Hazardous Materials Liabilities" as used herein means all claims, damages, losses, forfeitures, expenses, or liabilities arising from or caused in whole or in part, directly or indirectly, by a breach by Licensee of its representations, warranties, or covenants under this Section 3.10, including, without limitation, all costs of defense (including reasonable attorneys' fees and other costs of litigation), all consultants' fees, and all costs of investigation, repair, remediation, restoration, cleanup, detoxification or decontamination, and/or preparation and implementation of any closure, remedial action or other required plan.

- 3.11 **Compliance with the Law.** Licensee shall comply with all laws, statutes, codes, and ordinances as well as all requirements of municipal, state and federal authorities now in force, or which may hereafter be effectuated and/or in force, pertaining to the Premises and the Purpose, use or operation by Licensee.
- 3.12 **Representation on the Board of Directors of the Academy.** Licensors shall be allowed one voting seat on the Board of Directors of the Academy which shall be chosen by the Licensors in its sole discretion during the Primary Term and any successive option renewals.
- 3.13 **Clause.** Licensee understands that the Premises belong to the _____ and agrees it will not itself use or permit others to use the Premises for or in connection with any activity morally offensive to the _____ of Las Vegas or for any use or activity inconsistent with the established teachings and doctrines of the _____. Activities morally offensive to the _____ of Las Vegas include, but are not limited to counseling or promoting birth control, abortion, euthanasia and assisted suicide. Licensee agrees that upon ten (10) days' notice from Licensors, Licensee will cease or cause the cessation of any such offensive use suffered or permitted by it.

ARTICLE IV

INSURANCE

- 4.1 **Insurance.** Licensee shall maintain, at its own cost, as primary coverage, the following insurance at all times commencing on the Primary Term commencement date and throughout the Term of this License and any subsequent renewals thereof:
- (i) "All Risk Coverage Form" Property Insurance, excluding earthquake and flood, insuring the Licensed Premises and any Licensee improvements, Licensee's interest in the

Licensed Premises and all property located in the Licensed Premises, including furniture, equipment, fittings, installations, fixtures, supplies and any other personal property, Licensehold improvements and alterations, in an amount equal to full replacement cost which shall be primary and noncontributing with any insurance in effect for Licensor or

(ii) Commercial General Liability and automobile liability insurance covering bodily injury, death, property damage, and contractual liability with a combined single limit of no less than Two Million Dollars (\$2,000,000) per occurrence and Five Million Dollars (\$5,000,000) in the aggregate, which shall be primary and non-contributing with any insurance in effect for Licensor or covering both the Premises and the Shared Space;

(iii) Worker's Compensation as required under Nevada law;

(iv) Builder's Risk insurance on an "All Risk" basis (including collapse) on a completed value (non-reporting) form for full replacement value covering all work, materials and equipment in or about the Licensed Premises in the event Licensee performs any repairs or any improvements, alterations in or about the Premises as well as Performance and Guarantee bonds during construction of improvements to the Premises in the amount of the replacement cost of construction; and

(v) Licensee's "Special Form Coverage" insurance for Business Interruption coverage;

and

(vi) Any other form or forms of insurance or any changes or endorsements to the insurance required herein as Licensor may reasonably require, from time to time.

4.1.a Licensee shall have the right to include the insurance required under this Section 4.1 under Licensee's policies of "blanket insurance", provided (i) no other loss which may also be insured by such blanket insurance shall affect the insurance coverage required under Section 4.

4.1.b Licensee shall deliver to Licensor within 90 days of the Effective Date of this Agreement a certificate specifically stating Licensor and are named as additional insureds on the Commercial General Liability and Automobile Liability insurance and as loss payees on the Property Insurance.

4.1.c All insurance required under Section 4.1 shall: (i) be issued by a responsible insurance company or companies authorized to do business in Nevada with an AM Best rating A-VII or better; (ii) be in a form reasonably satisfactory to Licensor; and (iii) contain an agreement that the insurers shall notify Licensor and in writing not less than thirty (30) days before any material change, reduction in coverage, cancellation, including cancellation for nonpayment of premium, or any other termination or change. Prior to the commencement of the Primary Term of the use of the Premises, Licensee shall deliver copies of the required policies, certificates of insurance and endorsements to Licensor.

4.2. **Licensor's Insurance.** Licensor shall, in connection with its ownership and operation of the Shared Premises, at all times commencing on the Primary Term date and throughout the Term of this Agreement, and any renewals thereof, maintain in effect policies of

insurance providing protection against the following liabilities and/or risks: (a) commercial general liability insurance in an amount not less than \$2,000,000.00 combined single limit for bodily injury and property damage, and (b) "All Risk Coverage Form" Property coverage in the Shared Space for the replacement of the structures as afforded in Licensor's existing policy of insurance with Mutual Group, copies of which shall be provided to Licensor within 90 days of the Effective Date of this Agreement. All such coverages of Licensor shall be secondary to Licensee's coverage described more fully in section 4.1 above. Licensor shall also maintain such insurance covering it's the timing of its Exclusive Use of the Premises.

- 4.4. **Damage to the Premises Related to Insurance.** In the event of damage to or destruction of the Premises caused by the perils covered by insurance, Licensee's insurance coverage is primary and Licensee shall use any and all insurance proceeds to reconstruct, repair, or replace the damaged or destroyed portion of the Premises. Licensee shall begin reconstruction, repair or replacement within a reasonable time after such damage or destruction occurs. Under no circumstances will Licensor be required to spend more funds on reconstruction, repair or replacement than the proceeds it receives from insurance.

In the event of damage or casualty loss and either (i) the insurance proceeds are not sufficient to complete reconstruction, repair or replacement of the Premises, or (ii) any or all of the Premises

ARTICLE V

IMPROVEMENTS, ADDITIONS, RENOVATIONS, CONSTRUCTION AND/OR REPAIRS ON OR TO THE PREMISES

- 5.1 **Building Repairs, Maintenance, Alterations and Improvements.** Licensee, at Licensee's sole cost and expense, shall have the right, following the Licensor's advance written consent, to remodel, redecorate, and make additions, alterations, improvements, capital improvements, upgrades, repairs to permanent/major land and building components (e.g., roof, walls, windows, doors, playground equipment, parking lot pavement, etc.) and replacements (collectively "Improvements") to the Premises from time to time as Licensee may deem desirable or necessary, provided Licensee complies with the process set forth in this Agreement. Any improvements to the Hall that may reduce the occupancy capacity of the Hall or create a design in which the occupancy capacity is less than it was at the time of this writing must be specifically approved by the Chief Financial Officer or the Superintendent of Schools.

When seeking Licensor's consent, Licensee shall provide a written request (Request) for the Improvement to Licensor, including, without limitation, a description of the Improvement and the purpose for the Improvement and shall submit along with the Request supporting documentation, including, but not limited to: (i) construction plans, drawings, and specifications and any amendments thereto showing the Improvement in reasonable detail; and (ii) for Licensor's review and approval the names and addresses of all contractors and copies of all contracts with such contractors, and any amendments thereto. Contractors must comply with Landlord's standard pre-qualification requirements. All such Requests must be provided to the Pastor or Administrator of the with a copy to the Superintendent of Schools. Before the commencement of any work or Improvements, Licensee shall submit to Licensor, consistent with the Notice provision herein, copies of all necessary permits evidencing

compliance with all ordinances and regulations of the city, county and state in which the Premises is located.

Licensee Deliveries. Within fifteen (15) days of completing [the Improvement, Initial Work or other Work] [any Work]:

(i) Licensee shall deliver "as-built" drawings of the alterations or additions, or an accurately marked record set of drawings showing the actual location of said [the Initial Work or other Work, Improvements] [any Work].

(ii) Licensee shall deliver to Licensor evidence of payment, contractors' affidavits and full and final waivers of all liens for labor, services or materials all in form reasonably satisfactory to Licensor.

(iii) **Indemnification of Contractor's Work.** Licensee shall defend, indemnify and hold Licensor harmless from all costs, damages, liens and expenses related to [the Initial Work or other Work, Improvement] [the Work]. [The Initial Work or other Work] [Any Work] done by Licensee's contractors pursuant to this Section shall be done in a first-class workmanlike manner using only good grades of materials and shall comply with all insurance requirements and all Applicable Laws.

(iv) **Increased Property Insurance.** Licensee agrees to pay the increase in property insurance and other insurances that may result from any Work or Improvement.

(v) **Removal of Alteration.** [As a condition to its consent,] Licensor may elect to require that Licensee remove, at Licensee's sole expense, all or certain additions or alterations at the expiration or earlier termination of the Lease and to repair the affected areas to their original condition.

(vi) **Discovery of Underground Tanks or Other Preexisting Conditions.** Licensee agrees that it will be solely responsible for all costs and expenses incurred by the discovery, movement, remediation or any other incident associated with underground tanks or other preexisting conditions, including, without limitation, asbestos, on Licensor's Property and the Premises.

Licensee shall submit to Licensor certificates of insurance evidencing insurance against liabilities that may occur during the performance of or otherwise arise out of [the Initial Work or other Work] [any Work], which insurance policy shall name Licensor as an additional insured. Such insurance shall include Contractor's Risk insurance, Builder's Risk insurance and a General Contractor's Bond. Licensee shall require contractors and subcontractors performing the [the Initial Work or other Work] [any Work] on the Premises to procure and maintain during the course of any work: (x) Broad Form Commercial General Liability insurance policy naming "The _____ of Las Vegas and His Successors, a corporation sole" as an Additional Insured and (y) Workers' Compensation/ Employer's Liability with limits equal to at least the statutory minimum. Contractors' and subcontractors' insurance policies shall expressly state that they are primary and non-contributing with respect to any other insurance maintained by Licensor and Licensee.

Notwithstanding the foregoing, Licensor's consent shall not be required for any Work that satisfies all of the following criteria ("Cosmetic Alteration"): (i) is of a purely cosmetic

nature such as painting, wallpapering, hanging pictures or installing carpeting (but excluding installation of fixtures onto wall, ceiling or floor); (ii) is not visible from the exterior of the building or Premises; (iii) will not affect the structural, plumbing, electrical or other mechanical systems of the Premises or Licensors, Shared Space or any other property of Licensors; (iv) does not require work to be performed inside the walls or on the ceiling of the Premises; (v) does not in any instance require issuance of a building permit or other permit under Applicable Laws; (vi) does not involve the introduction or disturbance of any Hazardous Substances; and (vii) costs less than \$10,000.00.

All work, regardless of whether consent of the Licensors is required, shall be undertaken and made in a workmanlike manner by licensed contractors and utilizing good quality materials.

Licensee shall have the right to place and install personal property, fixtures, equipment and other temporary installations in and upon the Premises, and fasten the same to the Premises. All additions and improvements must be done in accordance with the terms of this Agreement. All Improvements to the Premises (and any Shared Space which shall follow all requirements of this Article Five) by the Licensee shall become the property of the Licensors upon termination of the License, except for Licensee's furniture, personal property and movable trade fixtures that can be moved without damaging the Premises.

5.2 **Licensors Support.** Licensors have no financial responsibility with regard to any Improvements. However, Licensors agree to cooperate with Licensee in its efforts to obtain all necessary permits and approvals required by governmental authorities and any utility upgrades needed in connection with Licensee's operation of the Licensors on the Premises/Property and to provide relevant documents including, but not limited to, existing floorplans, drawings and site plans, as needed. Should Licensee need specific amendments to this Agreement necessary to the procurement of new construction financing, Licensors (and all those listed in the Notice section hereof shall be notified of such need in writing) and Licensee, shall cooperate to develop a revised, written document. The provisions of Section 6 shall apply to resolve any disputes.

5.3 **Mechanics' Liens.** Licensee shall keep the Premises and all parts thereof at all times free of mechanics' liens and any other lien for labor, services, supplies, equipment or materials purchased or procured, directly or indirectly, by or for Licensee. Licensee further agrees that Licensee will promptly pay and satisfy all liens or contractors, subcontractors, mechanics, laborers, materialmen, and other items of like character, and will indemnify Licensors against all expenses, costs and charges, including bond premiums for release of liens and attorneys' fees and costs reasonably incurred in and about the defense of any suit in discharging the Premises, from any liens, judgments, or encumbrances caused or suffered by Licensee. In the event such lien shall be made or filed, Licensee shall bond against or discharge the same within ten (10) days after the same has been made or filed. It is understood and agreed between the Parties hereto that the expenses, costs and charges above referred to shall be considered as additional usage rent (reimbursement) due and shall be included in any lien for usage reimbursement. Any pre-lien notices must be immediately provided to the Licensors.

Licensee shall not have any authority to create any liens for labor or material on the Premises or in Licensors' interest in the Premises and all persons contracting with Licensee for the construction or removal of any facilities or other improvements on or about the

Premises, and all materialmen, contractors, mechanics, and laborers are hereby charged with notice that they must look only to Licensee and to Licensee's interest in the Premises to secure the payment of any bill for work done or materials furnished at the request or instruction of Licensee.

- 5.4 **Repairs.** During the Agreement term, Licensee shall make, at Licensee's expense, all necessary repairs and maintenance to the Premises. Repairs shall include, but not be limited to such items as routine repairs of floors, walls, ceilings, and other parts of the Premises damaged or worn through normal occupancy, including major mechanical and electrical systems, HVAC and major mechanical systems.

Licensor shall be responsible for repairs to the plumbing from the source of water to the point of connection to the fixtures of the Premises (excluding changes caused by Licensee or its invitee) and to the electrical system from the source of the electricity (utility meter) to the point of connection to the fixtures (excluding damages caused by Licensee or its invitee) of the Premises. Licensee shall be responsible for maintenance of the roof and structural components. Licensor is also responsible for all landscaping, irrigation, and cement walkways of the Premises.

Capital improvements authorized by the Licensor shall be treated as being amortized by Licensee over the unexpired term of this Agreement. If the Licensor believes that the Premises is in a state of disrepair or that a particular repair is needed, the Licensor may provide Licensee with written notice of the required repair, and Licensee shall schedule and perform such repair within a reasonable time, provided the disrepair was not caused by the Licensor or a person invited on the premises by the Licensor.

Nothing in this paragraph or paragraph 6 shall prevent Licensee from taking reasonably necessary action to protect the health, safety and welfare of individuals coming to the Premises.

ARTICLE VI

DISPUTES AND DEFAULTS

- 6.1 **Disputes/Disagreement.** In the event that the Principals are unable to reach a consensus regarding a dispute, relating to the operation by Licensor pursuant to this Agreement, they shall first refer the dispute to the Superintendent of Licensor or her designee. Disputes relating to matters of the laws that govern each Party, may require that the dispute be referred to each Party's governing board, which may agree to submit the dispute to some alternative dispute resolution process, with all other rights and remedies reserved. If a Party believes that a dispute involves a default by the other Party of this Agreement or a disagreement involving the interpretation of a material provision of this Agreement, the procedures and remedies specified in this Article 6 apply. In all cases of disputes or defaults under this Agreement, the Parties will first attempt to resolve differences, in good faith, between themselves.

- 6.2 **Defaults.**

6.2.a In the event of any default under this Agreement, and failure by the breaching party to cure said default within thirty (30) days (five (5) days for any monetary defaults) after written notice made in accordance with this Agreement (such 30-day period subject to

extension as is reasonably necessary in the event the default reasonably takes longer than 30 days to cure, so long as the breaching party commences the cure within such 30-day period and thereafter diligently prosecutes the cure to completion), and maintains commercially reasonable activity to complete the cure after such commencement the non-breaching Party may elect any remedy or any combination of the following remedies in any order and repetitively:

i. The non-defaulting Party may perform any of the defaulting Party's obligations under this Agreement without incurring any liability to the non-defaulting Party for any loss or damage that it may sustain as a result. The non-defaulting party shall be entitled to recover all of its actual documented costs and reasonable expenses incurred in connection with that performance.

ii. The nondefaulting Party may pursue any and all other remedies to which it may be entitled at law, in equity or under the provisions of this Agreement. These rights and remedies are intended to be and shall be cumulative, and the exercise or attempted exercise by the nondefaulting Party of a given remedy shall not preclude or limit the right or ability of the nondefaulting Party to exercise, at the same or at any different time, any other remedy or remedies.

ARTICLE VII

MISCELLANEOUS

- 7.1 **Signs and Advertising.** Licensee will have the right to place signage on the Premises with the prior written approval of the Licensor. Following Licensor's prior written approval to the Licensee/Academy, Licensee shall have the right to place on the Premises signs which are permitted by applicable laws, regulations and local ordinances. Licensee will bear all costs associated with any signage, including, but not limited to design, installation, permitting costs, and production costs. Licensee shall remove the signage at the end of the Term. Both Licensor and Licensee shall have the right, in accordance with applicable laws, regulations and local ordinances and at each Party's own expense to place temporary signage (directional or promotional) on the Premises during their respective normal operating hours and days. All temporary signage must be removed at the end of each day.
- 7.2 **Outdoor Storage Sheds.** During the Term, Licensor hereby agrees that Licensee will have the exclusive use of one of three outdoor storage sheds to be used for the storage of outdoor recreational equipment. Licensor and Licensee will share a second storage shed to be used for the storage of landscape maintenance, snow removal and parking lot operations equipment and supplies. The third storage shed will be reserved for the exclusive use of Licensor.
- 7.3 **Security.** Licensee shall be permitted to re-key all exterior and/or interior doors on the Premises, if desired, at Licensee's sole expense, provided that both Licensor and Licensee will possess keys to all doors on the Premises and any codes to such entryways, including any remote control locks. The Parties agree not to access the exclusive space of the other Party except in an emergency. Licensee shall also be permitted to install a security camera and/or remote-control lock at the main south entrance to the Building, at Licensee's sole expense, and to require additional security measures for visitors. The

security improvements made by Licensee pursuant to this Agreement shall remain on Premises and automatically vest in Licensors after the Termination Date.

- 7.4 **Subletting, Assignment and Encumbrances.** Licensee shall not have the right to license, lease, sublet or assign all or any part of the Premises. Licensee has no right to pledge or encumber all or any part of the Premises without the prior written approval of Licensors, and only with the express, advance written permission of the _____ of Las Vegas. Any request for assignment shall include full disclosures of the assignee's corporate structure, principal owner's financial information and curriculum vitae demonstrating a successful history of operating Licensee schools. Licensee shall not sublicense all or any part of the Premises without the prior written consent of the Licensors. To the extent Licensee receives Licensors' approval for a subletting and Licensee receives any payment or remuneration from any assignee or sublicense in excess of the then existing rent paid hereunder (either in the Primary Term or in successive Renewal Terms) whether in the form of increased monthly payments or a lump sum payment, then Licensee shall pay to Licensors 50% of such remuneration, payment or other proceeds no later than ten (10) days from receipt by Licensee. Licensee shall provide Licensors with any and all documents related to any such transaction, including, without limitation any assignment, sublicense, or sublet. Upon any license, lease, sublet, assignment or encumbrance by Licensee without Licensors' prior written approval, Licensors has the right to terminate this Agreement immediately upon written notice to Licensee.
- 7.5 **Release and Waiver.** Licensee, jointly and severally, does hereby fully release, waive and discharge Licensors, its respective affiliated and/or subsidiary entities, together with any and all past and present employees, volunteers, officers, directors, agents, representatives, subsidiaries, unincorporated divisions, sureties, consultants, attorneys, successors, assigns, invitees, and related persons, predecessors, entities and companies of and from all claims, actions, causes of action, judgments, demands, rights, debts, agreements, promises, liabilities, losses, damages, costs and expenses of every nature, character, and description, an amount including attorneys' fees and costs, either known or unknown, without limitation or exception, whether based on theories of contract, tort, violation of law or any other theory of liability, in law or equity, or declaration of rights, whatsoever, which Licensee may now have or may hereafter acquire, whether asserted or not, arising directly or indirectly from or based on any cause, event, transaction, act, omission, occurrence, condition or matter, of any nature or kind whatsoever, which has occurred to date, or may hereafter occur and which is in any manner or to any event related to any act, omission, failure to act, breach or conduct committed or omitted to be done by Licensors, relating to or arising in any way out of Licensee's use of the Premises.
- 7.6 **Indemnification.** Licensee agrees to indemnify, defend and hold harmless Licensors from and against any liability to Licensee, Licensors and/or any third parties arising out of or related in any way to Licensee's use of the Premises, the Purpose, or any act or omission of Licensors relating in any way to Licensee's use of the Premises or its Purpose including, without limitation, from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to such extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by or in any way arise from the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

- 7.7 **Risk of Loss.** Licensee assumes all risk of loss with respect to all personal property of Licensee, within or about the Premises and/or School.
- 7.8 **Indemnification.** To the fullest extent permitted by law, each party (as "Indemnitor") agrees to indemnify, defend and hold harmless the other party (as "Indemnitee") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney's fees) (hereinafter collectively referred to as "Claims") arising out of bodily injury of any person (including death) or property damage, but only to such extent that such Claims which result in vicarious/derivative liability to the Indemnitee are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.
- 7.9 **Waiver.** No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision. The waiver of any of the terms and conditions of this Agreement shall be limited to the particular instance involved and shall not continue.
- 7.10 **Relationship.** It is understood and agreed that neither Party is a partner, joint venturer, associate, agent or servant of the other.
- 7.11 **Entire Agreement; Amendment.** This Agreement sets forth the complete, final and exclusive agreement between the parties with respect to the subject matter hereof, and all of the covenants, promises, agreements, warranties, representations, conditions and understandings between the parties hereto with respect to such subject matter, and supersedes and terminates all prior agreements and understandings between the parties with respect to such subject matter. There are no covenants, promises, agreements, warranties, representations, conditions or understandings, either oral or written, between the parties with respect to such subject matter other than as are set forth herein and therein. No termination, alteration, amendment, modification, change, addition to or waiver of this Agreement shall be binding upon the Parties unless reduced to writing and signed by The _____ of Las Vegas, the Chancellor of the _____ of Las Vegas, or the Superintendent of _____ Schools.
- 7.12 **Notices.** Any notice, demand or request permitted, required or desired to be given in connection with this Agreement shall be in writing and shall be hand delivered, or be sent by United States certified or registered mail, return receipt requested, postage prepaid, or be sent by private, receipted courier guaranteeing same-day or next-day delivery, addressed as follows:

If to Licensors:

If to Licensee:

and

Either Party may designate to the other in writing given in accordance with this section a different address for service of notice. Notice by registered or certified mail shall be deemed served three (3) days after mailing.

- 7.13 **Governing Law; Jurisdiction and Venue.** This Agreement shall be governed and construed in accordance with the laws of the State of Nevada. No lawsuit pertaining to any matter arising under or growing out of this Agreement shall be instituted in any jurisdiction other than in the courts located in the State of Nevada and the Parties consent to exclusive jurisdiction before the federal or state courts in the County of Clark, State of Nevada.
- 7.14 **Legal Fees.** If any dispute arises between the parties with respect to the matters covered by this Agreement which leads to a proceeding to resolve such dispute, the prevailing party in such proceeding shall be entitled to receive its reasonable attorneys' fees, expert witness fees and out-of-pocket costs incurred in connection with such proceeding, in addition to any other relief it may be awarded.
- 7.15 **No Brokers.** Neither Licensor nor Licensee is represented by any broker or agent in connection with this Agreement, and each Party shall indemnify and hold the other Party harmless against any claim for compensation made by any person or entity claiming a commission or fee by, through or under the indemnifying Party.

- 7.16 **Severability.** If any one or more of the provisions of this Agreement is held to be invalid or unenforceable, the provision shall be considered severed from this Agreement and shall not serve to invalidate any remaining provisions hereof. The Parties shall make a good faith effort to replace any invalid or unenforceable provision with a valid and enforceable one such that the objectives contemplated by the parties when entering this Agreement may be realized.
- 7.17 **Construction.** The Parties have participated jointly in the negotiation and drafting of this Agreement. In the event of an ambiguity or question of intent or interpretation arises, this Agreement shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring or disfavoring any Party by virtue of the authorship of any of the provisions of this Agreement.
- 7.18 **Headings.** The headings for each article and section in this Agreement have been inserted for convenience of reference only and are not intended to limit or expand on the meaning of the language contained in the particular article or section.
- 7.19 **Time is of the Essence.** Time is of the essence of this Agreement and all of the covenants and obligations thereof.
- 7.20 **Benefit and Binding Agreement.** Subject to the restrictions contained in this Agreement, the terms, provisions, conditions, covenants and restrictions contained in this Agreement shall inure to the benefit of, and shall be binding upon, the successors, assigns, personal representatives, executors, administrators, estates, heirs and legatees of the respective Parties.

[Remainder of this page intentionally left blank]

- 7.21 **Coronavirus Operating Restrictions.** The impact of the Coronavirus pandemic on operations on the Property is not fully known, but both Licensor and Licensee expect there will be a combination of legally mandated safety/operational procedures and legally mandated building modifications that must be complied with in order to operate on the Premises. Licensor and Licensee hereby agree to comply with all federal or state mandated safety/operational procedures at all times on the Property, at Licensee's expense as it relates to the Premises and at their own expense at the time of their use.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the Effective Date.

LICENSOR:

_____ of Las Vegas, a
corporation sole for the benefit of

By: +Rajeev Kumar Thakur

Name: GC QB

Title: B1

LICENSEE:

By: [Signature]

Name: Shubham Pandey _____

Title: Proposed Superintendent

EXHIBIT A
PREMISES

EXHIBIT B
RULES

1. There shall be no use of tobacco product or drinking of alcohol on the Property during Licensee's operating hours during the Term, and there shall be no eating in any of the classrooms, except for those which have tile floors.
2. Any guests or invitees of Licensor or Licensee that visit or are otherwise on the Property during Licensor and Licensee's operating hours must sign in at the main office and submit to a national sex offender database check prior to entering the Building.
3. In order to minimize parking lot congestion and to improve the safety and security of students arriving during morning drop-off and departing during afternoon pick-up, Licensor's Pre-K program and Licensee's K-8 program will start and dismiss, not less than 20 (twenty) minutes apart on Monday through Friday. Licensor's Pre K morning start time shall not be between 7:40 AM and 8:20 AM and afternoon dismissal time shall not be between 2:55 PM and 3:35PM. Licensee's K-8 morning start time shall be 8:00 AM and afternoon dismissal time shall be 3:15 PM.
4. Licensee will obtain the services of a licensed traffic engineer to create a site Traffic Management Plan ("TMP") for Licensor's review and approval. Licensor and Licensee agree to follow the rules and the procedures set forth in the final agreed upon TMP for the duration of Licensee's occupancy. Modifications to the TMP must be agreed upon by both Licensor and Licensee.
5. The gymnasium and the lunch area are the same space, but during the lunch period they are divided into separate spaces. Licensee shall have exclusive use of the gymnasium and the lunch area on all weekdays until 4:00 PM, and Licensor shall have exclusive use of the gymnasium after 4:00 PM on all weekdays and on weekends. Licensee may use the gymnasium on Saturdays with one week's notice to Licensor to the extent Licensee's requested use does not interfere with Licensor's use or with use by the Church. The Parties acknowledge the Church uses the entire gymnasium on Sundays.
6. Licensor and Licensee will both be storing, preparing, warming, and distributing food at various times during the day in the Premises. Food service employees and contractors for both shall have access to the kitchen area at any time of the day to carry out their responsibilities in the kitchen area. Schedules will be established by Licensor's and Licensee's Principals as food service plans are developed. Kitchen clean-up will be the responsibility of Licensor's and Licensee's food service employees and contractors, not the custodial staff working in the school. Equipment necessary for the food service operations of Licensor and Licensee shall be provided, maintained, cleaned, and stored by Licensor and Licensee, respectively, and each shall also have use of the walk-in cooler and freezer as needed. At the earlier of the end of the Occupancy Period or the Term, unless other arrangements are made, Licensee will remove its kitchen equipment from the Premises.
7. Food service tables and chairs suitable for students ("Food Service Furniture") will be acquired by Licensee and used by both Licensor and Licensee for food service activities during

the Term at no charge to Licensor. The Food Service Furniture will be stored in one or both of gymnasium storage rooms 1 and 2 at the east end of the gymnasium. Gymnasium equipment, acquired individually by Licensor and Licensee, including furniture and technology for a staff member or physical education teacher shall also be stored in gymnasium storage rooms 1 and/or 2.

8. Notwithstanding anything to the contrary contained in the Agreement, the two classrooms immediately west of the gymnasium that share a wall with the gymnasium shall be used exclusively by Licensee during weekdays, but may be used by the Church on Saturdays and Sundays. Licensor and/or Church may use furniture in these spaces for weekend use but shall have no right to access or use Licensee's supplies, equipment, or technology located in these classrooms. Licensor agrees to ensure, at its own expense, that space used by Licensor and/or Church on weekends is returned to Licensee in the same condition and same configuration on Monday morning as it was left by Licensee at the end of Operating Hours on Friday.

9. The Shared Office Spaces shown on Exhibit A shall include the Front Desk, Conference Room, Teacher Work Room, Staff Lounge, Nurses Office, and the Copy/Print Area. All these spaces shall be used and accessible by both Licensor and Licensee. The use of all these office spaces shall be subject to operating rules established by Licensor's and Licensee's Principals during the Term. Licensor and Licensee shall each be responsible for the purchase of their own supplies, furniture, technology, and equipment necessary for their use in these spaces, and the Parties shall have no right to use the supplies, furniture, technology, and equipment of the other party. At the end of the Term, Licensee shall remove all its supplies, furniture, technology, and equipment from these spaces.

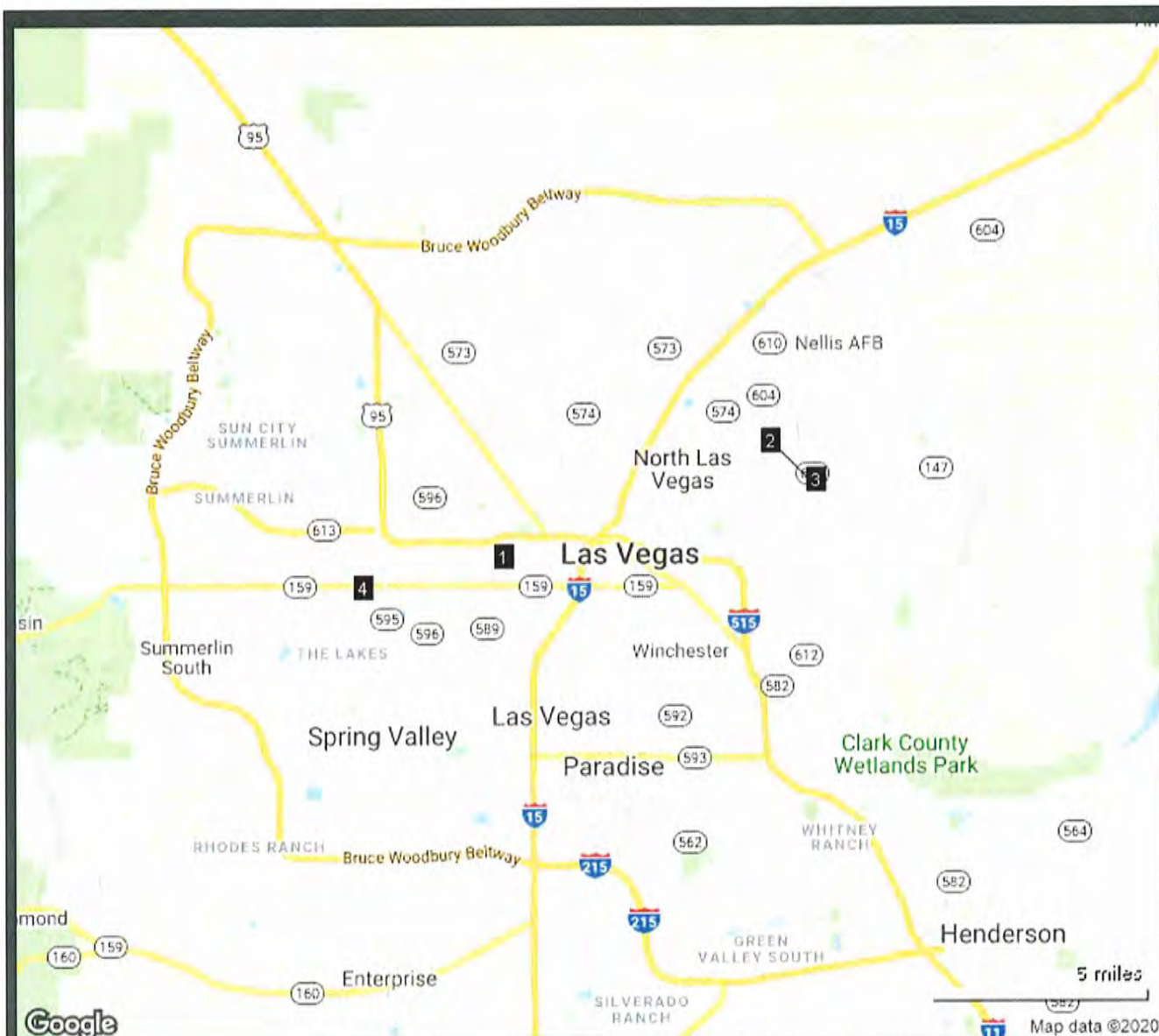
10. Mechanical spaces, hallways, elevator, and bathrooms shall be accessible and useable by both Licensor and Licensee under these Rules, as they are amended and supplemented by Licensor's and Licensee's Principals from time to time. Licensor and Licensee agree that shared hallways may not be used for any purpose (no recreational or teaching use) other than moving to and from other accessible spaces.

11. The server room shall be shared by and accessible to both Licensor and Licensee. Each party shall be responsible for the purchase and maintenance of its own equipment/technology in this space, and neither party shall have any right to use, configure, or reconfigure any equipment of the other party during the Term. Category 5 cables connecting all building spaces to the server room are the property of the Licensor, but Licensee shall have exclusive use of (and may install more with Licensor's consent) all cables connecting Licensee Space to the server room.

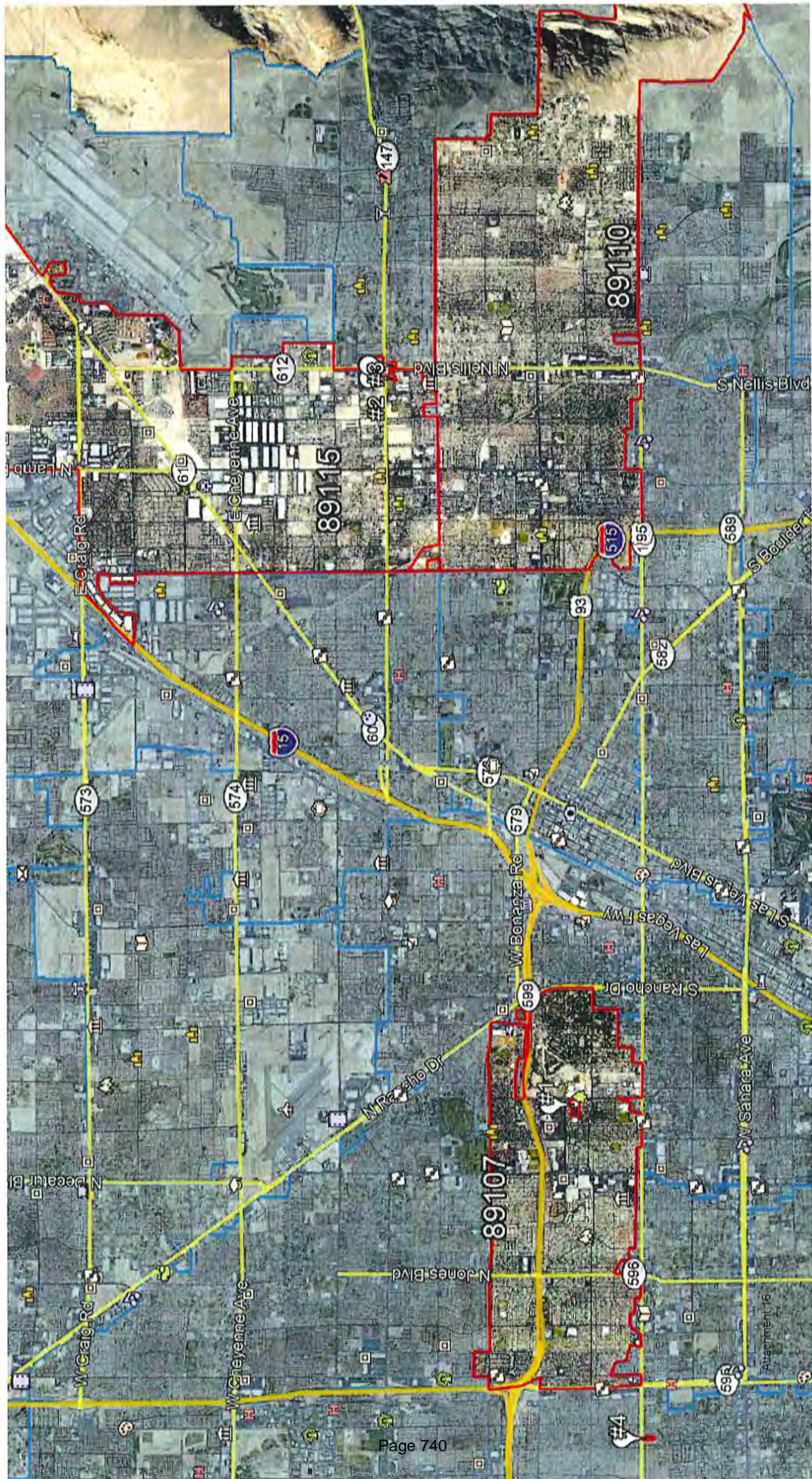
EXHIBIT C
CALENDAR

Current Sites Under Consideration

PTAA - Las Vegas Sites						
Sites	City	Zip	Building Size (SF)	Parcel Size (AC)	Likely Purchase Price	Comments
1 330 S Valley View Blvd	Las Vegas	89107	163,400	10.0 acres	\$18,000,000	Former Southern Nevada Health District with Renovation
2 1955 N Nellis Blvd	Las Vegas	89115	43687	4.7 acres	\$3,800,000	Former Kroger Grocery store - We would need to understand CC&R's / REA
3 1900 N Nellis Blvd	Las Vegas	89115	42,174	2.4 acres	\$6,325,100	The second floor is shell but there are existing tenants on the first floor and we would need to give time for them to move out.
4 7401 W Charleston Blvd	Las Vegas	89117	34,034	2.22 acres	\$6,500,000	It is located outside of the three zip codes provided. We would need to receive an exemption for this site.



	Address	City	Property Type	Property Size	Space Avail	Rent/SF/Yr
1	330 S Valley View Blvd	Las Vegas	Class B Office/Telecom Hotel/Data Hosting	163,400 SF	163,400 SF	\$13.20
2	1955 N Nellis Blvd	Las Vegas	Retail/Supermarket	43,687 SF	0 SF	For Sale Only
3	1900 N Nellis Blvd	Las Vegas	Class B Office/Medical	42,174 SF	39,000 SF	\$15.00
4	7401 W Charleston Blvd	Las Vegas	Class B Office	34,034 SF	28,053 SF	\$11.88





Location: South of Meadows
Northwest Las Vegas Cluster
Northwest Las Vegas Submarket
Clark County
Las Vegas, NV 89107

Building Type: Class B Office/Telecom Hotel/Data Hosting

Status: Built 1983

Stories: 2

RBA: 163,400 SF

Typical Floor: 81,700 SF

Total Avail: 163,400 SF

% Leased: 0%

Developer: -

Management: -

Recorded Owner: Meadow View Associates LP

For Sale: Not For Sale

Expenses: 2019 Tax @ \$1.07/sf; 2011 Ops @ \$5.01/sf

Parcel Number: 139-31-601-004

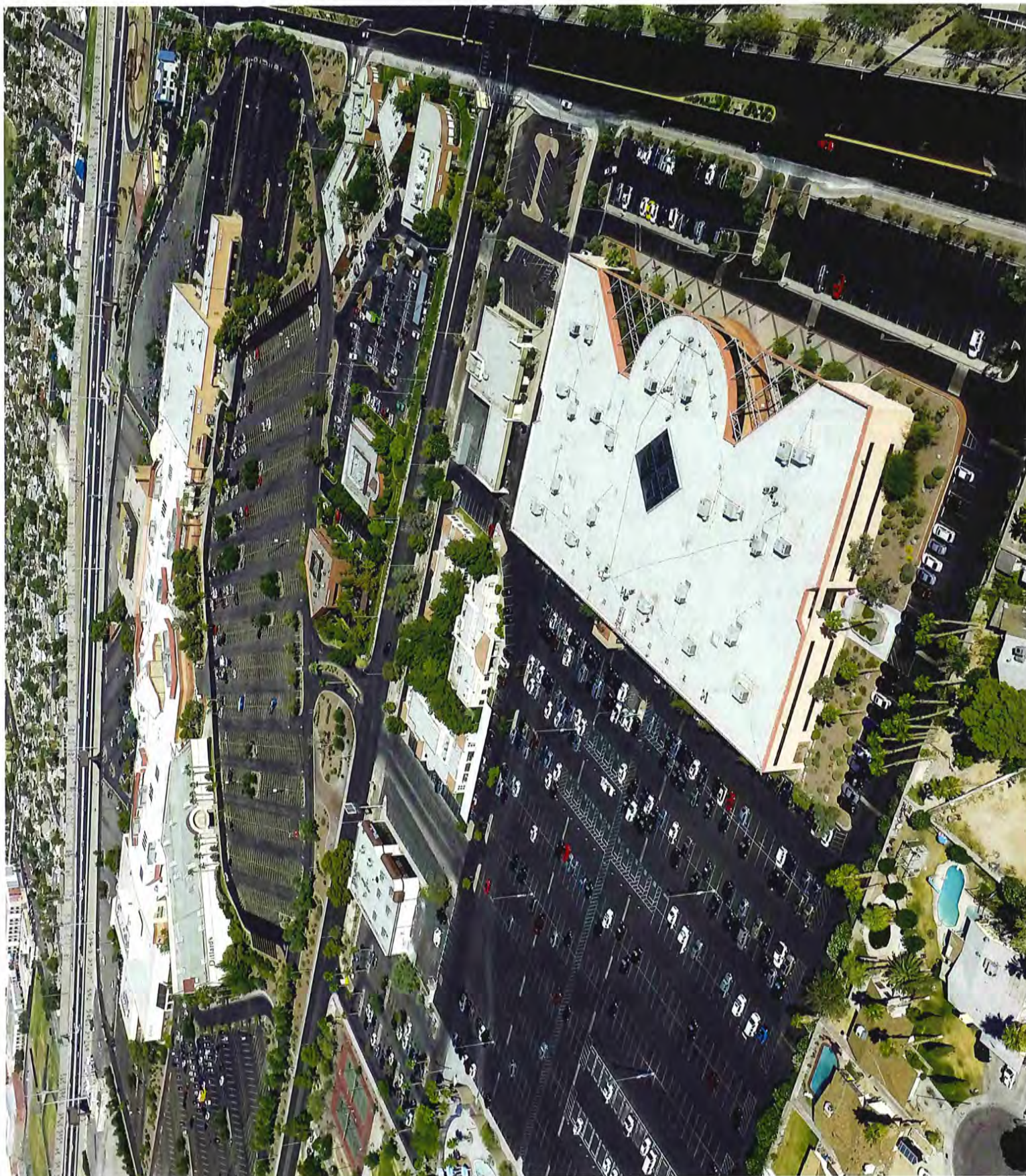
Parking: 932 Surface Spaces are available; Ratio of 5.60/1,000 SF

Amenities: Atrium, Banking, Bus Line, Controlled Access, Security System, Signage

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
P 1st / Suite 101	38,000	77,400	163,400	\$13.20/nnn	Vacant	Negotiable	Direct
Open office							
P 1st / Suite 102	39,400	77,400	163,400	\$13.20/nnn	Vacant	Negotiable	Direct
Open office							
P 2nd / Suite 201	42,000	86,000	163,400	\$13.20/nnn	Vacant	Negotiable	Direct
P 2nd / Suite 202	44,000	86,000	163,400	\$13.20/nnn	Vacant	Negotiable	Direct











Location: Supermarket w/in Shopping Centers
 Northeast Las Vegas Ret Cluster
 Northeast Las Vegas Ret Submarket
 Clark County
 Las Vegas, NV 89115

Building Type: Retail/Supermarket
 Bldg Status: Built 1985
 Building Size: 43,687 SF
 Typical Floor Size: 43,687 SF
 Stories: 1
 Land Area: 206,039 SF
 Total Avail: -
 % Leased: 100%
 Total Spaces Avail: 0
 Smallest Space: 0 SF
 Bldg Vacant: -

Developer: -
 Management: -
 Recorded Owner: Ralphs Grocery Company
 Expenses: 2019 Tax @ \$0.61/sf

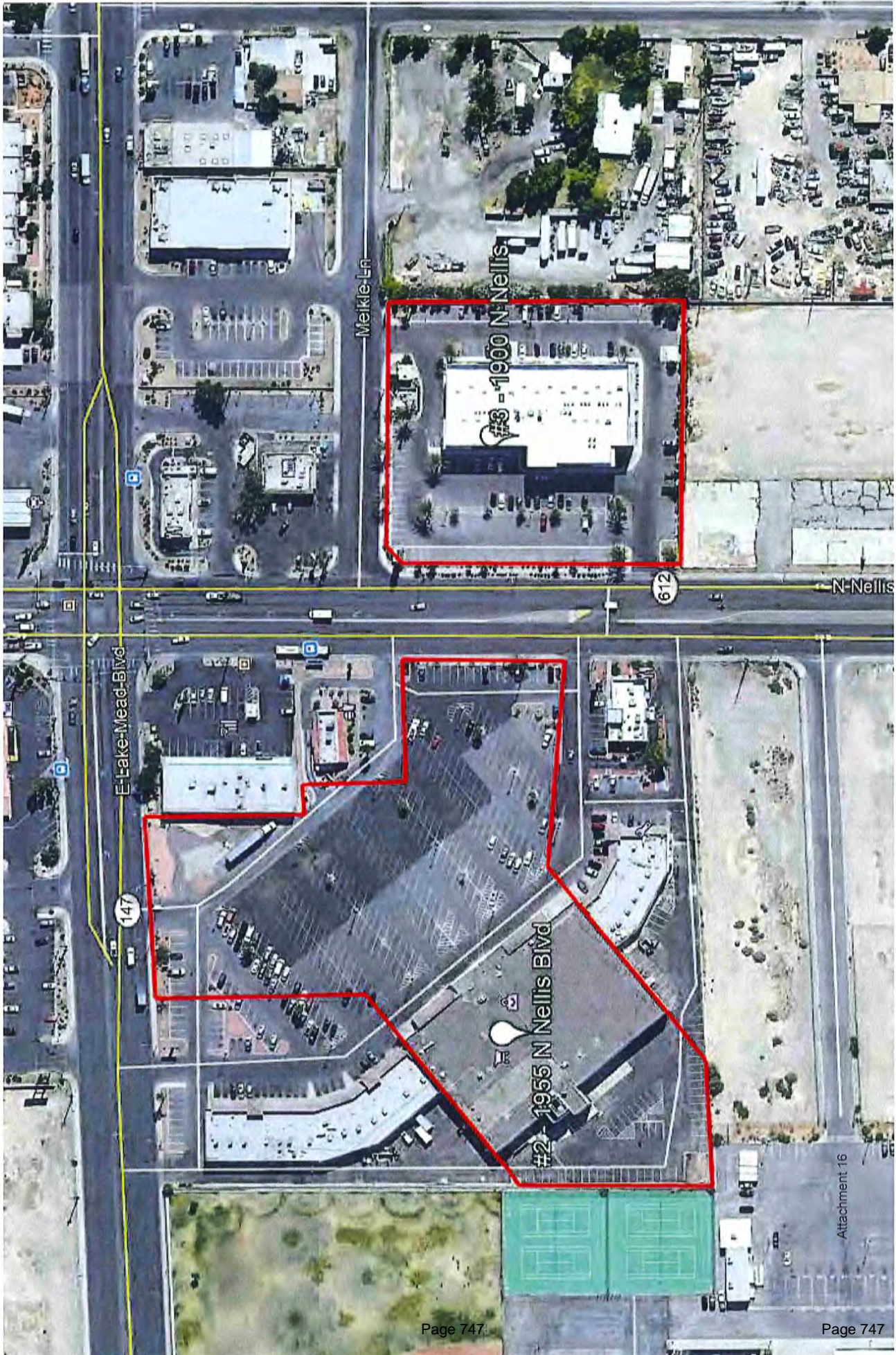
Parcel Number: 140-20-701-011

For Sale: For Sale at \$4,300,000 (\$98.43/SF) - Active

Amenities: 24 Hour Access, Bus Line, Monument Signage, Tenant Controlled HVAC

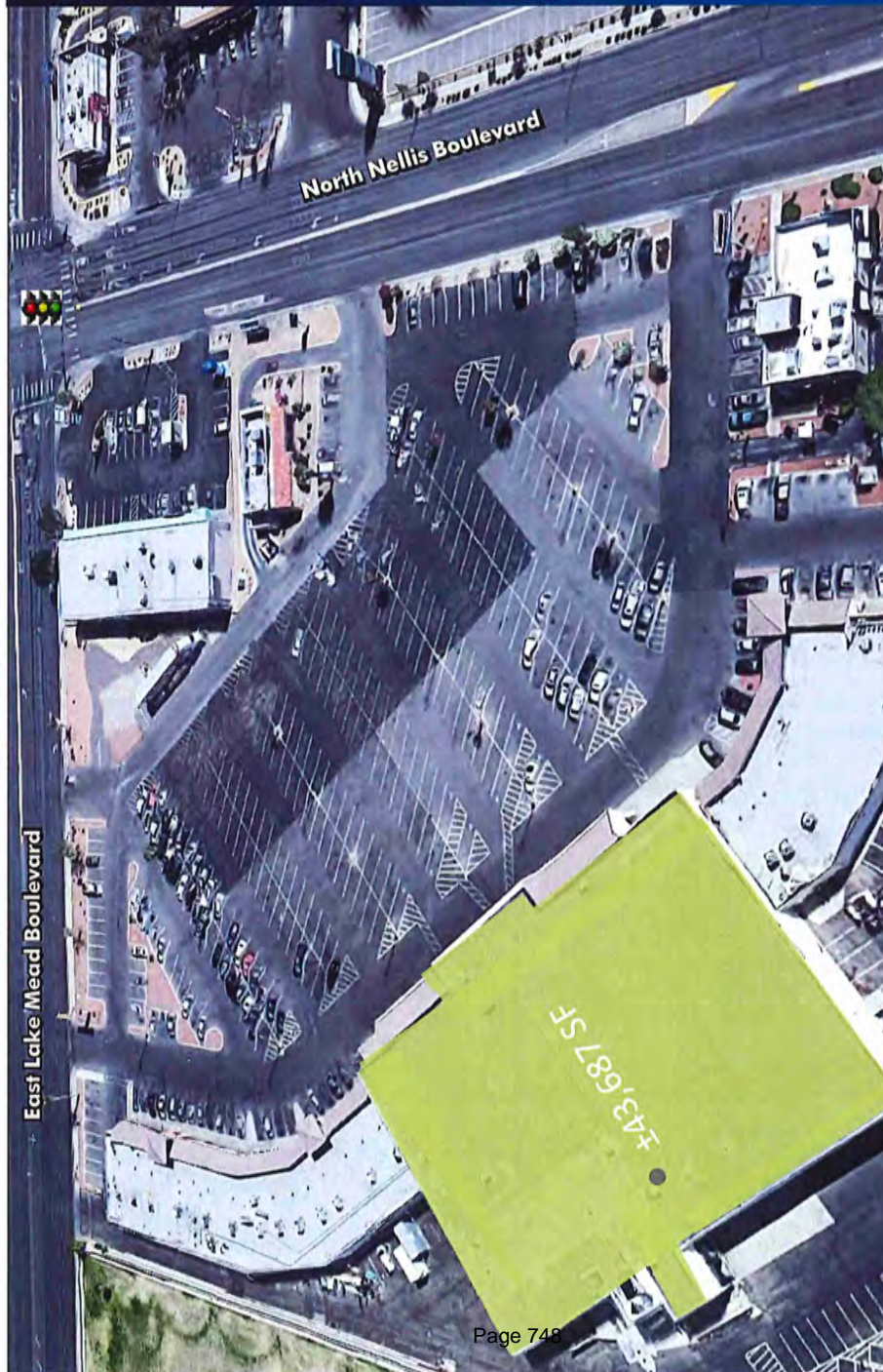
Street Frontage: 120 feet on Nellis Boulevard
 60 feet on Lake Mead Boulevard

Parking: -



1955 N. NELLIS BLVD LAS VEGAS, NV 89115

STORE: F4L-514



About The Property

- Asking Price: \$4.3 Million
- APN: 140-20-701-011
- Size :43,687 SF ,4.73 Acres
- Located at the signalized intersection of E. Lake Mead Blvd. and N. Nellis Blvd.
- Highly visible pylon signage
- Zoned C-2, Clark County |Built in 1985
- Annual taxes currently \$25,338
- Major retail corridor

FORMER KROGER AVAILABLE FOR SALE

1955 N. NELLIS BLVD LAS VEGAS, NV 89115

STORE: F4L-514



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1955 N. NELLIS BLVD LAS VEGAS, NV 89115

STORE: F4L-514



2019

DEMOGRAPHICS

1 Mile	3 Miles	5 Miles
19,659	204,275	394,999

2019 HISPANIC POPULATION

1 Mile	3 Miles	5 Miles
13,162	130,689	32,380

2019 MEDIAN HH INCOME

1 Mile	3 Miles	5 Miles
\$39,411	\$42,527	\$39,492

2017 TRAFFIC COUNTS

Nellis Blvd, 440ft S of Judson Ave	35,100
Lake Mead Blvd, 175ft E. of Daley St.	32,000



Location: North Las Vegas Cluster
North Las Vegas Submarket
Clark County
Las Vegas, NV 89115

Building Type: Class B Office/Medical

Status: Built 2014

Stories: 2

RBA: 42,174 SF

Typical Floor: 21,087 SF

Total Avail: 39,000 SF

% Leased: 97.6%

Developer: -

Management: -

Recorded Owner: Novena Faith LLC

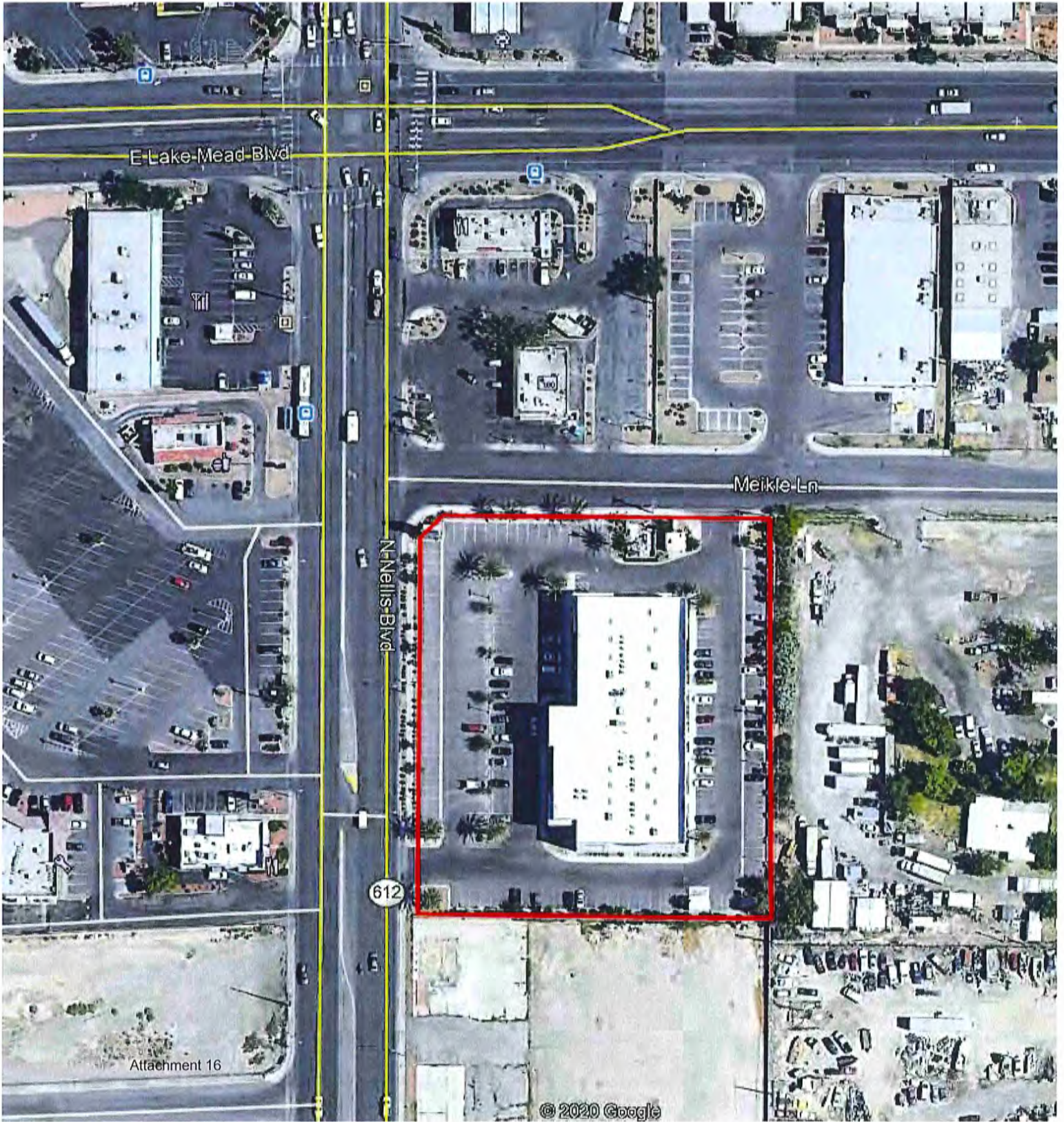
For Sale: Not For Sale

Expenses: 2019 Tax @ \$2.12/sf

Parcel Number: 140-21-304-018

Amenities: Air Conditioning, Bus Line, Central Heating, Reception

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Sys	Occupancy	Term	Type
P 1st	3,000 - 19,000	19,000	19,000	\$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							
P 1st / Suite 110	1,000	1,000	1,000	\$15.00/nnn	Vacant	Negotiable	Direct
P 2nd	5,000 - 19,000	19,000	19,000	\$15.00/nnn	90 Days	3-10 yrs	Direct
We have the ability to lease space from 3000 SF up to 24000 SF. Elevator access, heavy traffic and great visibility facing N Nellis Blvd							



Attachment 16







Location: West Las Vegas Cluster
West Las Vegas Submarket
Clark County
Las Vegas, NV 89117

Building Type: Class B Office

Status: Built 1997, Renov 2001

Stories: 2

RBA: 34,034 SF

Typical Floor: 14,026 SF

Total Avail: 28,053 SF

% Leased: 17.6%

Developer: -

Management: -

Recorded Owner: Ld Acquisition Co 17 Llc

For Sale: For Sale at \$6,999,999 (\$205.68/SF) - Active

Expenses: 2019 Tax @ \$1.32/sf; 2007 Combined Est Tax/Ops @ \$0.78/sf

Parcel Number: 163-03-101-013

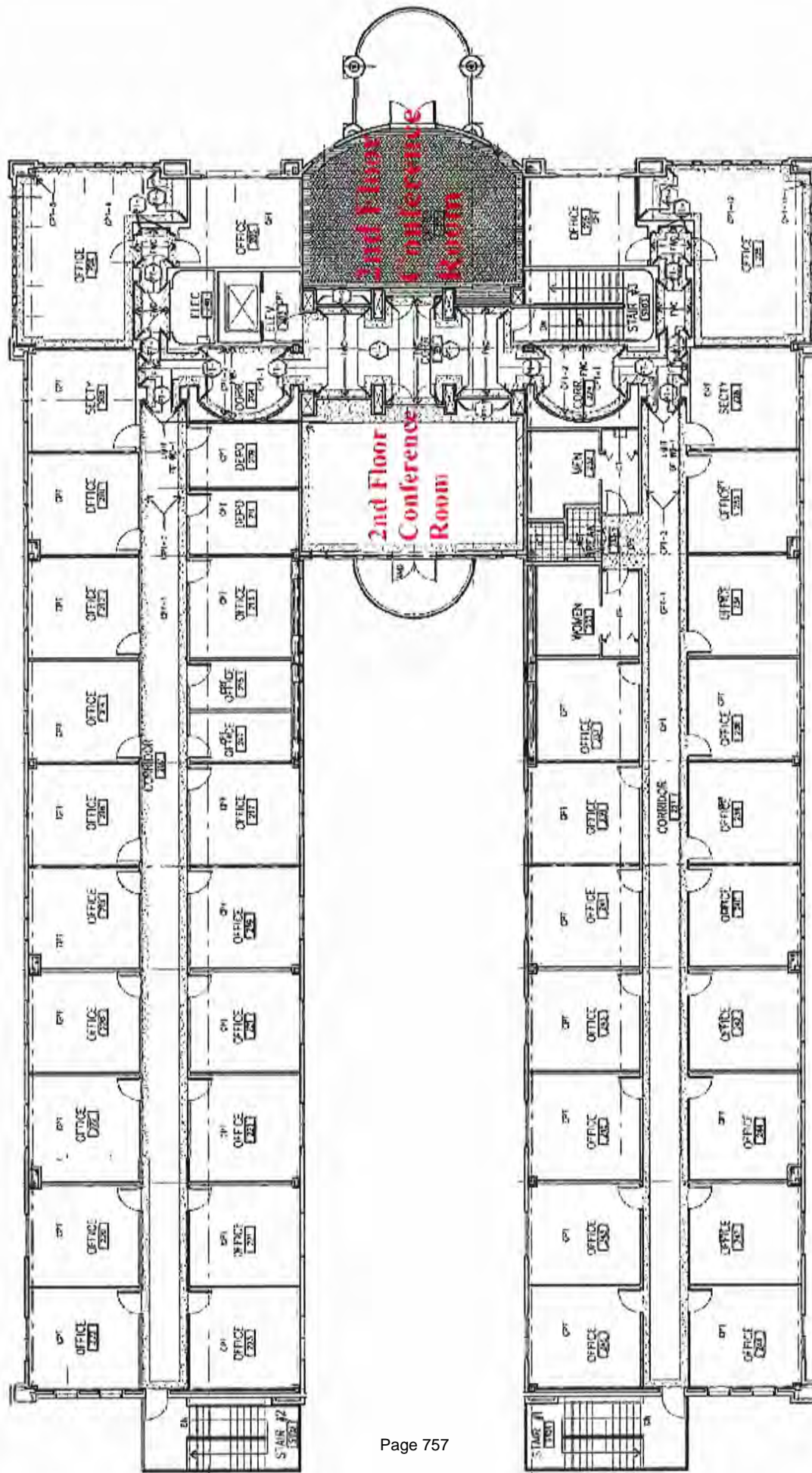
Parking: 125 free Surface Spaces are available; 25 free Covered Spaces are available; Ratio of 4.41/1,000 SF

Amenities: Balcony, Bus Line, Conferencing Facility, Courtyard, Security System, Signage

Floor	SF Avail	Floor Contig	Bldg Contig	Rent/SF/Yr + Svs	Occupancy	Term	Type
E 1st	14,026	14,026	14,026	\$11.88/nnn	Vacant	5 yrs	Direct
E 2nd	14,026	14,026	14,026	\$11.88/nnn	Vacant	5 yrs	Direct

Architectural floor plan of the second floor. The plan features a central corridor labeled "Stairs To Basement Conference Center". The layout includes various rooms such as "OFFICE", "CONFERENCE ROOM", "RECEPTION", "SECURITY", "STORAGE", and "JANITOR". Rooms are numbered and labeled with their respective functions. The plan also shows various doors, windows, and structural elements like walls and stairs.

Second Floor









CLARK COUNTY MARKET FEASIBILITY ANALYSIS

PRESENTED BY

TODD NOEL CCIM

Senior Executive Vice President
National Director -
Education Services Group
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EMAIL todd.noel@colliers.com

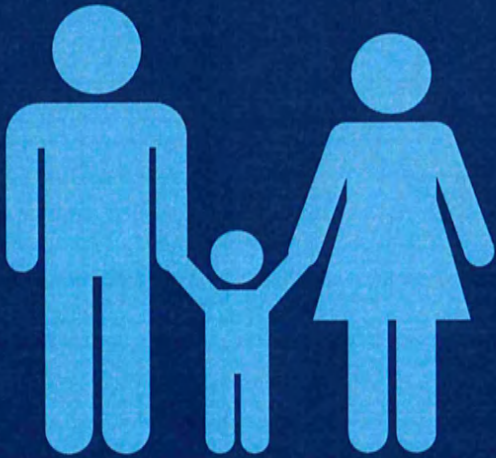
COLLIERS INTERNATIONAL

2390 E. Camelback Road
Suite 100
Phoenix, AZ 85016
MAIN +1 602 222 5000
www.colliers.com/greaterphoenix

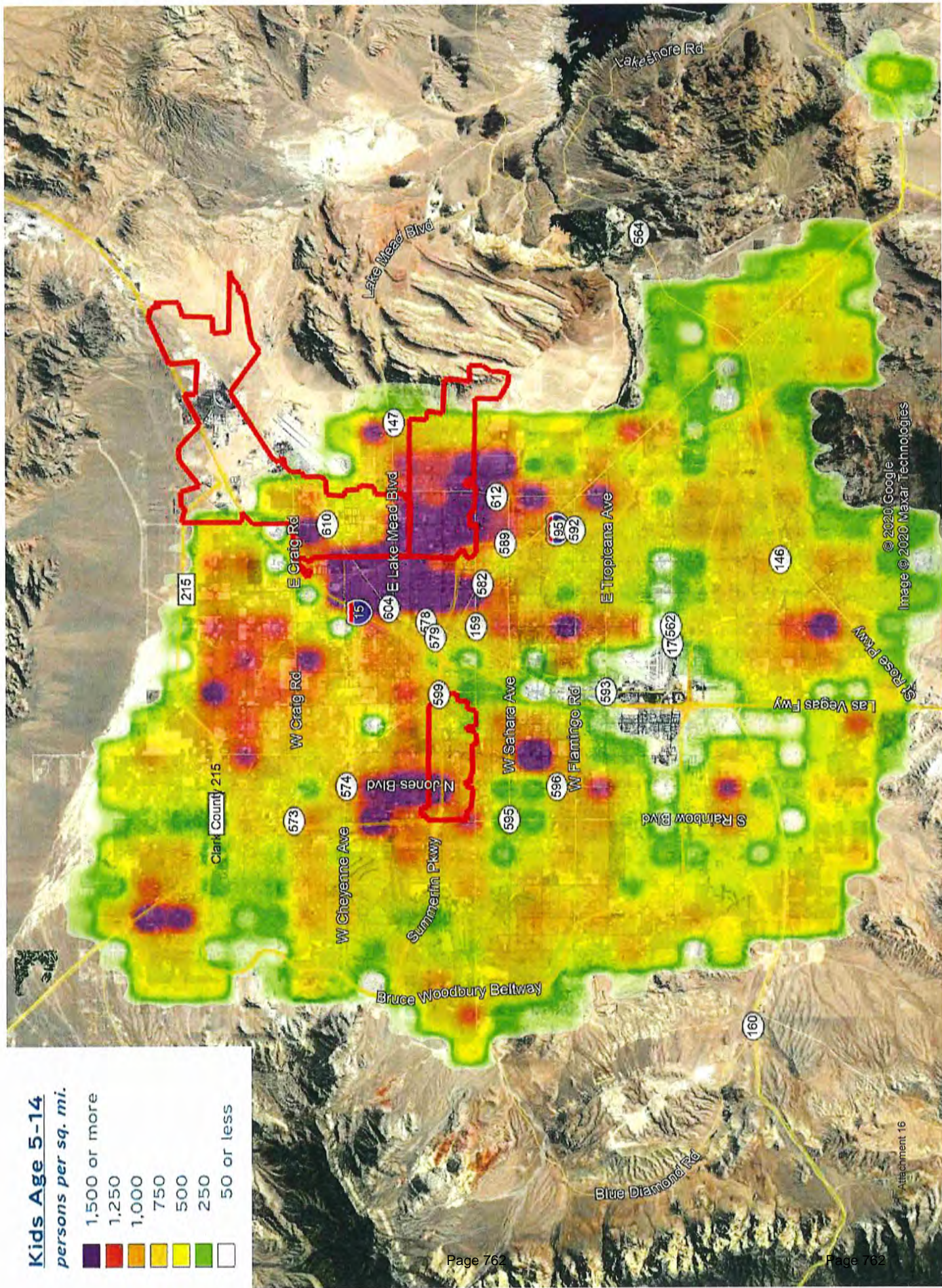
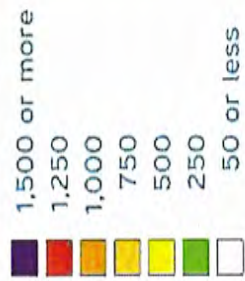
PRESENTED TO



DEMOGRAPHICS



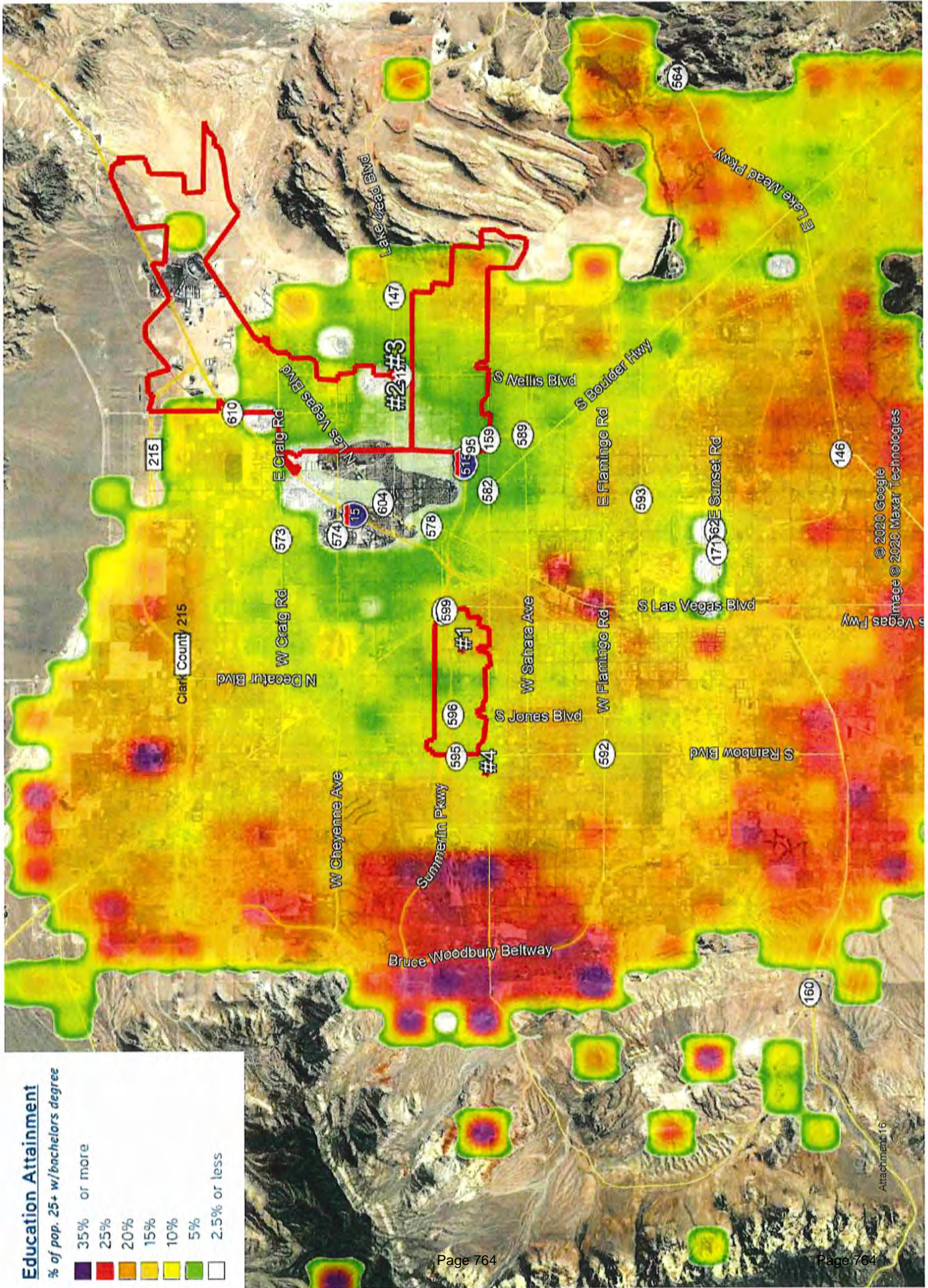
Kids Age 5-14
persons per sq. mi.



© 2020 Google
Image © 2020 Maxar Technologies

1,500 or more
1,250
1,000
750
500
250
50 or less







CLARK COUNTY DEMOGRAPHIC ANALYSIS



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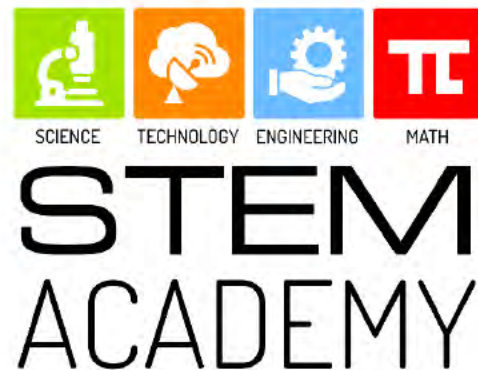
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PTAA/Nevada

ATTACHMENT 18

Budget Narrative



Attachment 18: Budget Narrative

(1) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). **Include the following:**

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Narrative:

A detailed and balanced six-year budget is provided as a supplement to this application. This budget has been developed by analyzing the budgets of other charter schools both locally and nationally and through careful consideration of the school's needs and priorities. The assumed PPR rate is used from the formulas in provided spreadsheet. The school has assumed an FRL rate of

95% , which reflects the demographics of the students the school intends to serve and along with proposed weighted lottery to meet this FRL rate.

We believe we have allocated our resources in a prudent manner that will support our educational program and that reflects best practices in the charter school community.

Budget Assumptions

- Revenue calculations assume 100% of PPR and an annual increase of 3%
- PTAA expects to secure start-up grants through the Federal Start-Up program. The school will also seek funding from individuals and foundations to meet the donations income line described in the budget. However, the budget is not dependent on securing any outside support.
- PTAA is not counting on lot of fundraising in the budget outside the incubation period. PTAA is fairly confident of securing these funds during incubation period.
- The intended maximum enrollment of the school is 1404 students
- Administrator and staff salaries will be competitive with market rates, again based on skills and experience.
- The school intends to work with outside food services to provide food service for lunch and anticipates no financial gain or loss from this service.
- PTAA provides stipend to teachers for taking ESL and Sped Certifications. So some students don't have to be pulled out of their classrooms. This program has worked well for PTAA campuses in other states. This program helps us to further create better ESL and Sped student to teacher ratios.

Projected Population

PTAA projects a long-term maximum enrollment of 1404 students per year. As our balanced budget demonstrates, this population will provide adequate revenue to support the fixed and variable costs the school expects to incur.

Anticipated Funding Sources:

School will have access to following source of funds(amounts are listed with source of funds):

1. CMO 150,000 startup interest free capital injection. Unconditional.
2. 20,000 startup marketing grant available from 180. Unconditional
3. PTAA school will also have access to CMO 150,000 in line of credit. Unconditional.

None of these funds are restricted.

Anticipated Expenditures:

The personnel and operating cost assumptions are directly borrowed from an existing charter school operator in Nevada 100 Academy of Excellence. CMO leaders have operated, recruited and staffed teachers for 100 Academy of Excellence charter school in North Las Vegas and are well connected to ground realities for operating securing and staffing talent.

CONTINGENCY PLAN

In the event that the school does not reach its enrollment targets, the Board and Superintendent will work together to find opportunities to reduce expenses. The minimum number of students

required for the school to successfully open is 180. In the unlikely scenario we are only able to enroll this number of students in our first year, specific cuts to our budget would include staffing and direct and indirect classroom expenses. We would also consider opening with just grades K-6 if 6-8th grade enrollment is low.

In addition, If anticipated revenues are not received or are lower than estimated, the Board of Directors will consider implementing the following contingency plan:

- (1) Analyze student enrollment and attendance and identify and address causes for declined enrollment and/or attendance.
- (2) Monitor student attendance on a weekly basis and confer with teachers, parents and students to encourage improved attendance.
- (3) Review actual and budgeted expenses and identify reductions in planned costs, particularly for high cost instructional goods and services and for non-instructional goods and services.
- (4) Refinance accounts payable and lines of credit to long-term debt financing.
- (5) Implement a reduction in force.
- (6) Implement the cash flow contingency plan described below.

YEAR ONE CASH FLOW CONTINGENCY PLAN

Although disclosed separately here, the cash flow contingency plan for year one addressing a shortfall in revenue projections is an integral component of the contingency plan outlined above.

The Board of Directors will:

- (1) Prepare a cash flow projection based on actual and anticipated cash receipts and disbursements.
- (2) Review the cash flow projection and identify mission critical, essential and non-essential disbursements.
- (3) Limit cash disbursements to mission critical and essential disbursements.
- (4) Monitor cash receipts and disbursements on a monthly or weekly basis, as deemed appropriate and necessary, and update cash flow projection at least monthly for submission to the Board of Directors and Superintendent.
- (5) Obtain a line of credit from a bank or other lending institution.
- (6) Defer essential disbursements by utilizing line(s) of credit.

Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

To reduce our dependence on private fundraising, PTAAN has budgeted a relatively small amount (\$150,000) for the incubation period only, and pledges have been obtained in this amount. However, if funding is not received for any reason, we will widen our pool of possible donors to accomplish our goal. PTAAN believes that this strategy, in addition to the contingency plans outlined above, will allow opening of the school without any delays.

How the projected number of students in each applicable subgroup was determined

The proposed number of students in each applicable subgroup was based on the percentage for total enrollment of each subgroup in area schools in the zip codes for school facility.

How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

The proposed CMO's financial officer, Paul King, has extensive experience ESSA funding including Title I and Title II as well as IDEA. He has taught courses in compliance as part of the Texas Charter School Association Finance Boot Camp, and has obtained the Texas Charter Business Officer Certification.

How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

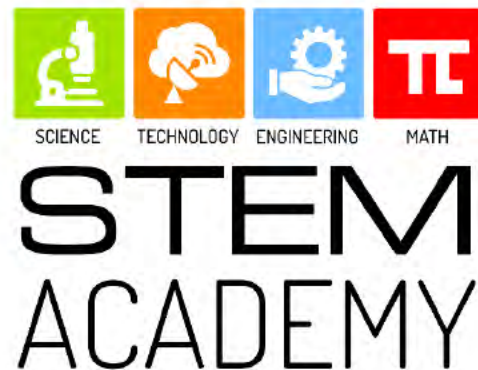
If the enrollment targets presented in the Financial Plan workbook are not met, PTAAN will reduce staffing and other costs accordingly and will combine administrative roles to the extent possible. Hiring of any new positions will be restricted; expenses outside of the core instructional program will be limited; and delay purchasing and renegotiate contracts. Additionally, the Board and Superintendent will aggressively pursue other means of funding.



PTAA/Nevada

ATTACHMENT 19

Financial Plan Workbook



FINANCIAL PLAN WORKBOOK INSTRUCTIONS

Thank you for utilizing the Financial Plan Workbook to record your school plan and assumptions before and during the six-year contract. This is a protected workbook and data should only be entered into the unprotected cells (yellow cells). To maximize usage of the Financial Plan Workbook, please familiarize yourself with the following general instructions prior to data entry.

School Inputs

Enter your assumptions in the light yellow cells of the various tabs of this workbook, beginning with the Cover tab or "worksheet." Overwrite any placeholder assumptions currently in those cells.

FTE stands for Full-Time Equivalent. If this term is unfamiliar, please consult with an individual experienced in budgeting and pupil accounting. If your budget plans include staff less than full time use a decimal to indicate the portion. Contact or inform the State Public Charter School Authority of this if you perceive any issues in the related expennses and other impacts in this budget tool.

Summary tab

No entry needed on this tab

Market tab

Use this tab to show your target market, planned enrollments and potential demand and demographics of the "feeder" schools in your planned service area.

Enrol Staff & Exp tab

Basic Information, Rows 1-76

The Distributive School Account (DSA) funding per student is automatically populated depending on the county where the school is located (Cell F57). If the school will be multi-district (e.g. a virtual school), the applicant must enter an estimated number of students per county in the County DSA tab to generate an appropriate figure. A conservative assumption would be to assume 100 percent of students are from the county with the lowest DSA.

The Inflation Adjuster in 'F46' is designed to account for any increases in the cost of labor and expenses over time. Please be sure to enter a cost of inflation in this cell. An inflation rate of 1.03 is a good rule of thumb for most charter school operators. Enter your Title 1, IDEA (cost per SPED student) and school level fundraising income per student. Each of these entries will automatically calculate the revenue line items for BEP, Title 1, IDEA and school level funding.

Any remaining revenue entries can be manually accounted for in the following subgroups:

- Charter Start-Up Funds**
- Other Start-Up Grant Funds**
- Student Fees (As allowed by other public schools)**
- Investment Income**
- Private fundraising (foundations, corporate)**
- Private Fundraising**

Staffing and Compensation Assumptions, rows 79+ (in above tab)

The staffing and compensation assumptions section will require input data on not only the charter school's staffing levels and average salaries, but it will also require the preparer to provide benefits data in order to provide the charter school with realistic financial projections. Please follow the instructions below:

Instructional Days, rows 105-108 (in above tab)

General Operating Expense Assumptions, rows 1387+ (in above tab)

The general operating expense assumptions section houses the majority of the expenditures that are necessary to operate your charter school.

Schools should set aside an amount of 4 to 5% of revenues into a general reserve account.

Transportation, rows 1454-1476

Facilities tab

Complete either the Lease or the Purchase section.

Facilities Wkst tab

This sheet is optional. It is provided to help you consider your space requirements. Some schools may seek more/less space is shown in the sample ranges. You do not need to include this tab in your print range but leave it in the working Excel file you

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

See "Note FFE" tab for a note regarding the depreciation approach used in this model.

Marketing tab

Use this tab to show your marketing plan to reach your target market.

FFE&T (Furniture, Fixtures, Equipment & Technology) tab

Insurance tab

Use this tab to show your insurance plan/budget.

Incubation tab

Use this tab to show your pre-opening plan/budget.

EMO-CMO tab

Use this tab to show your plan/budget -- if you use a EMO/CMO.

Cashflow Year 1 tab

Use this tab to "spread" your year 1 expenses out on a monthly basis.

DSA Rates tab

FYI

Other

Questions? Contact:

Mike Dang, 702.486.8879, mdang@spcsa.nv.gov

Michael Hutchins, 775.687.9239, M.Hutchins@spcsa.nv.gov

Cover Sheet**Pioneer Technology & Arts Academy Nevada**

Mike Dang

702.486.8879

C:\Users\lsxshu\Dropbox\PTAA - Nevada Charter Resubmission\Final Documents for Resubmission 12.02.2020\PTAA 2020-New-CS-Applicati

Proposed Name of School**Pioneer Technology & Arts Academy Nevada**

2021

Planned school year starting in August

SYE 2022

	Name of lead contact(s)	Phone number	email address
1	Shubham Pandey	612-207-6438	shubham@ptaaschool.org
2			

Location(s) under consideration: (Addresses or cross streets, City)(1 minimum, 2 maximum)

1	89030
2	89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117

*Specific address recommended but not required . Target cross streets required at a minimum.***Supporting documentation attached? (y/n)**

	Three sample Listings of buildings in targeted/planned zip code being considered. Listing must show available square footage, lease rates, location. (E.g., Loopnet)
	For start-up funding
	For fundraising

Budget Summary Report

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

C:\Users\ssshu\Dropbox\PTAA - Nevada Charter Resubmission\Final Documents for Resubmission 12.02.2020\PTAA 2020-New-CS-Application-Financial-Plan-Name-Academy-2019-11-15-3-PM 2020 06 29 MD (002).xlsx[Enrol Staff & Exp

		SY 0/Incubator		SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Totals / Max'		2020	2021	2022	2023	2024	2025	2026	2027
		2021	2022	2023	2024	2025	2026	2027	

Number of Students	1,404	-	648	1,080	1,182	1,284	1,386	1,404	
Number of Employees	80	-	38	62	72	79	80	80	
Number of Occupants	1,484	-	686	1,142	1,254	1,363	1,466	1,484	
Growth, # students				67%	9%	9%	8%	1%	
Number of Teachers (SPED)	8	-	3	6	6	7	8	8	
Number of Teachers (ELL)	7	-	3	5	6	7	7	7	
Number of Teachers (Grade)	53	-	27	42	49	53	53	53	
Number of Teachers (Total)	68	-	33	53	61	67	68	68	
Student/Teacher	21		20	20	19	19	20	21	
Student/Classroom w/o Teacher			24	24	25	25	25	26	
Number of Admin	5	-	2	4	5	5	5	5	
Student/Admin ratio	324	-	324	270	236	257	277	281	
Teacher/Admin ratio	17	-	17	13	12	13	14	14	
Number of Office (non Admin)	3	-	1	2	3	3	3	3	
Student/Office ratio	648		648	540	394	428	462	468	
Teacher/Office ratio	33		33	27	20	22	23	23	
Salaries: Administrator	\$67,239		\$55,000	\$64,375	\$67,898	\$69,935	\$72,033	\$74,194	
Salaries: Office staff	\$37,732		35,000	36,050	37,132	38,245	39,393	40,575	
Salaries: Teachers (SPED)	\$70,636		66,000	67,465	69,489	71,496	73,580	75,788	
Salaries: Teachers (ELL)	\$70,074		65,000	66,950	68,959	71,027	73,158	75,353	
Salaries/Teachers-Grade Level	\$50,947		46,556	48,668	50,220	51,843	53,398	55,000	
Title IIA Professional Dev	\$419		69	71	68	67	71	72	
Revenue/pupil	\$9,063		\$8,548	\$8,783	\$9,004	\$9,231	\$9,466	\$9,344	
Expenses/pupil	\$8,793		8,340	8,250	8,788	9,058	9,220	9,102	
Net/p	\$1,619		\$208	\$533	\$216	\$173	\$246	\$243	
Square Feet (Facility, Conditioned)	125,000		40,000	60,000	80,000	100,000	125,000	125,000	
Sq ft / Students	56		62	56	68	78	90	89	
Sq ft / Occupants	53		58	53	64	73	85	84	

REVENUE	Total								
DSA Funding	\$55,082,789	86%	\$0	\$4,693,432	\$8,057,058	\$9,082,542	\$10,162,304	\$11,298,678	\$11,788,776
DSA Sponsorship Fee	(688,535)	(1.07%)	-	(58,668)	(100,713)	(113,532)	(127,029)	(141,233)	(147,360)
Title I	4,644,360	7%	-	430,920	718,200	786,030	853,860	921,690	933,660
Title IIA	24,444	0%	-	2,268	3,780	4,137	4,494	4,851	4,914
Title III	-	-%	-	-	-	-	-	-	-
Federal Breakfast Program	-	-%	-	-	-	-	-	-	-
Federal Lunch Program	-	-%	-	-	-	-	-	-	-

	SY 0/Incubator					
	Totals / Max'	2020	2021	2022	2023	2024
IDEA	888,365	-	82,426	137,376	150,350	163,325
State Special Education Funding	2,933,280	-	272,160	453,600	496,440	539,280
Transportation	-	-	-	-	-	-
R&E start-up funds	-	-	-	-	-	-
Other start-up funds(180 grant)	-	20,000	-	-	-	-
Student fees	1,383,800	-	116,600	216,000	236,400	256,800
Investment Income	-	-	-	-	-	-
School level fundraising	-	-	-	-	-	-
Private fundraising (foundations, corpora	-	-	-	-	-	-
CMO Loan	-	150,000	-	-	-	-
TOTAL REVENUE	\$64,268,503	100%	\$170,000	\$5,539,137	\$9,485,300	\$10,642,368
				\$11,853,034	\$13,119,604	\$13,119,604

EXPENSES	Total	SY 0/Incubator	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
Personnel	\$29,158,327	\$ -	\$2,410,921	\$4,161,358	\$4,955,826	\$5,640,358	\$5,906,550	\$6,083,314
EMO Payments	6,941,746	-	666,256	1,138,236	1,277,084	1,185,303	1,311,960	1,362,906
General Operating Expenses	10,128,423	-	1,042,346	1,572,000	1,688,895	1,835,952	1,978,709	2,010,520
FEE&T	2,876,236	-	337,507	446,846	480,789	516,234	543,880	550,980
Facilities	12,075,606	-	609,601	1,404,001	1,872,001	2,340,001	2,925,001	2,925,001
Marketing	350,000	50,000	100,000	100,000	25,000	25,000	25,000	25,000
Transportation	-	-	-	-	-	-	-	-
Athletic Program	123,000	-	20,500	20,500	20,500	20,500	20,500	20,500
Insurance	402,000	-	67,000	67,000	67,000	67,000	67,000	67,000
Other Pre-approval & Pre-Opening	85,000	85,000						
Other (Repayment of Incubation Debt)			150,000					
TOTAL EXPENSES	\$62,140,339	97%	\$135,000	\$5,404,132	\$8,909,941	\$10,387,096	\$11,630,348	\$12,778,601

SURPLUS/(DEFICIT)	\$2,128,163	3%	\$35,000	\$135,005	\$575,359	\$255,272	\$222,686	\$341,003	\$341,003
<i>Per student</i>				\$208	\$533	\$216	\$173	\$246	\$246
<i>SURPLUS/(DEFICIT)(Cumulative)</i>	\$35,000		\$170,005	\$745,364	\$1,000,636	\$1,223,322	\$1,564,325	\$1,905,328	

<i>Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees</i>	<i>\$ (115,000)</i>	<i>\$ (253,755)</i>	<i>\$ (94,241)</i>	<i>\$ (477,568)</i>	<i>\$ (573,394)</i>	<i>\$ (518,317)</i>	<i>\$ (529,477)</i>	
<i>Surplus/(Deficit) (Cumulative)</i>		<i>\$ (253,755)</i>	<i>\$ (347,996)</i>	<i>\$ (825,564)</i>	<i>\$ (1,398,958)</i>	<i>\$ (1,917,275)</i>	<i>\$ (2,446,752)</i>	

<i>Non Revenue Sources of funds</i>	<i>\$ -</i>							
<i>Surplus/(Deficit)-Schl & Pri' Fundraising-S Fees (Cumulative)</i>	<i>35,000</i>	<i>\$170,005</i>	<i>\$745,364</i>	<i>\$1,000,636</i>	<i>\$1,223,322</i>	<i>\$1,564,325</i>	<i>\$1,905,328</i>	

# students > Bkeven	16	66	28	24	36	36
% students > Bkeven	2%	6%	2%	2%	3%	3%
Ending Fund Balance (cumulative)	\$135,005	\$710,364	\$965,636	\$1,188,322	\$1,529,325	\$1,870,328

PERCENT TOTAL REVENUE							
REVENUE							
DSA Funding	86%	0%	85%	85%	86%	86%	90%
DSA Sponsorship Fee	(1%)	(0%)	(1%)	(1%)	(1%)	(1%)	(1%)
State Special Education Funding	5%	0%	5%	5%	5%	4%	4%

	SY 0/Incubator		SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'	2020	2021	2022	2023	2024	2025	2026
Title I	7%	0%	8%	8%	7%	7%	7%	7%
Title IIA	0%	0%	0%	0%	0%	0%	0%	0%
Title III	-%	-%	-%	-%	-%	-%	-%	-%
Federal Breakfast Program	-%	-%	-%	-%	-%	-%	-%	-%
Federal Lunch Program	-%	-%	-%	-%	-%	-%	-%	-%
IDEA	1%	0%	1%	1%	1%	1%	1%	1%
Transportation	-%	-%	-%	-%	-%	-%	-%	-%
R&E start-up funds	-%	-%	-%	-%	-%	-%	-%	-%
Other start-up funds	-%	-%	-%	-%	-%	-%	-%	-%
Student fees	2%	0%	2%	2%	2%	2%	2%	2%
Investment Income	-%	-%	-%	-%	-%	-%	-%	-%
School level fundraising	-%	-%	-%	-%	-%	-%	-%	-%
Private fundraising (foundations, corporate)	-%	-%	-%	-%	-%	-%	-%	-%
Private fundraising (individuals)	-%	-%	-%	-%	-%	-%	-%	-%
TOTAL REVENUE	100%	0%	100%	100%	100%	100%	100%	100%

EXPENSES									
Personnel	45%	44%	44%	47%	48%	45%	46%		
EMO Payments Net	11%	12%	12%	12%	10%	10%	10%		
Marketing	1%	2%	1%	0%	0%	0%	0%		
General Operating Expenses	16%	19%	17%	16%	15%	15%	15%		
Transportation	-%	-%	-%	-%	-%	-%	-%		
Athletic Program	0%	0%	0%	0%	0%	0%	0%		
Facilities	19%	11%	15%	18%	20%	22%	22%		
FFE&T	4%	6%	5%	5%	4%	4%	4%		
Insurance	1%	1%	1%	1%	1%	1%	1%		
Financing Fees & Points	-%	-%	-%	-%	-%	-%	-%		
Interest Exp	-%	-%	-%	-%	-%	-%	-%		
FFE&T	-%	3%	-%	-%	-%	-%	-%		
SURPLUS/(DEFICIT)	3%	2%	6%	2%	2%	2%	3%	3%	
Per student		\$208	\$533	\$216	\$173	\$246	\$246		
Ending Fund Balance	\$0	\$0	\$135,005	\$710,364	\$965,636	\$1,188,322	\$1,529,325	\$1,870,328	

PER PUPIL									
REVENUE									
DSA Funding	\$46,850	\$7,243	\$7,460	\$7,684	\$7,915	\$8,152	\$8,397		
DSA Sponsorship Fee	(586)	(91)	(93)	(96)	(99)	(102)	(105)		
State Special Education Funding	2,520	420	420	420	420	420	420		
Title I	3,990	665	665	665	665	665	665		
Title IIA	21	4	4	4	4	4	4		
Title III	-	-	-	-	-	-	-		
Federal Breakfast Program	-	-	-	-	-	-	-		
Federal Lunch Program	-	-	-	-	-	-	-		
IDEA	763	127	127	127	127	127	127		
Transportation	-	-	-	-	-	-	-		

	SY 0/Incubator		SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	Totals / Max'	2020	2021	2022	2023	2024	2025	2026
R&E start-up funds	-	-	-	-	-	-	-	-
Other start-up funds	-	-	-	-	-	-	-	-
Student fees	1,180	180	200	200	200	200	200	200
Investment Income	-	-	-	-	-	-	-	-
School level fundraising	-	-	-	-	-	-	-	-
Private fundraising (foundations, corporat	-	-	-	-	-	-	-	-
Private fundraising (individuals)	-	-	-	-	-	-	-	-
TOTAL REVENUE	\$54,739	\$8,548	\$8,783	\$9,004	\$9,231	\$9,466	\$9,466	\$9,466

EXPENSES

Personnel	\$24,754	3,721	3,853	4,193	4,393	4,262	4,333
EMO Payments Net	6,003	1,028	1,054	1,080	923	947	971
Marketing	323	154	93	21	19	18	18
General Operating Expenses	8,782	1,609	1,456	1,429	1,430	1,428	1,432
Transportation	-	-	-	-	-	-	-
Athletic Program	113	32	19	17	16	15	15
Facilities	9,841	941	1,300	1,584	1,822	2,110	2,083
FFE&T	2,528	521	414	407	402	392	392
Insurance	370	103	62	57	52	48	48
Financing Fees & Points	-	-	-	-	-	-	-
Interest Exp	-	-	-	-	-	-	-
FFE&T	231	231	-	-	-	-	-
TOTAL EXPENSES	\$52,947	\$8,340	\$8,250	\$8,788	\$9,058	\$9,220	\$9,291

SURPLUS/(DEFICIT) Per Pupil	\$1,792 /pp	\$208 /pp	\$533 /pp	\$216 /pp	\$173 /pp	\$246 /pp	\$246 /pp
Surplus % pp funding		2%	6%	2%	2%	3%	3%
							\$0

Market Statistics for School

Pioneer Technology & Arts Academy Nevada

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Location(s) under consideration: (Address or cross street, City, County)
Site 1 89,030
Site 2 89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117
Specific address recommended but not required.

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Charter Contract Operations Term						
SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027

ENROLLMENT

Number of grade levels	-	9	10	11	12	13	13
Number of classrooms	-	27	45	48	51	54	57

K	-	68	115	115	115	115	115
1st	-	68	115	115	115	115	115
2nd	-	68	115	115	115	115	115
3rd	-	68	115	115	115	115	115
4th	-	68	115	115	115	115	115
5th	-	56	85	85	85	85	85
6th	-	88	115	115	115	115	115
7th	-	88	115	115	115	115	115
8th	-	76	106	112	112	112	112
9th	-	-	84	102	102	102	102
10th	-	-	-	78	102	102	102
11th	-	-	-	-	78	102	102
12th	-	-	-	-	-	78	96
Total Student Enrollment	-	648	1,080	1,182	1,284	1,386	1,404
Student / Classroom (w/o teachers)		24	24	25	25	26	25

Potential Site 1 (You only need to submit 1 site)

All potential source Public, Private, Charter Schools		Grade		Enrollment		Over	
	NSPF Rtg	Level(s)		Capacity	Capacity	Distance fr	
1	Sample nearby school (Override this)	1	K-6	200	100	100	1.0 mi
2	Test			-	-	-	-
3				-	-	-	-
4				-	-	-	-
5				-	-	-	-
6				-	-	-	-
7				-	-	-	-
8				-	-	-	-
9				-	-	-	-

89,030

	SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
	2020	2021	2022	2023	2024	2025	2026
	SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027
10	- - - - - - -						
	200 100 100 1.0 mi						

Special Population											
Ethnicity											
	Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1	Sample nearby school (O	-	-	-	-	-	-	-	-	-	-
2	Test	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-
5	-	-	-	-	-	-	-	-	-	-	-
6	-	-	-	-	-	-	-	-	-	-	-
7	-	-	-	-	-	-	-	-	-	-	-
8	-	-	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-	-	-

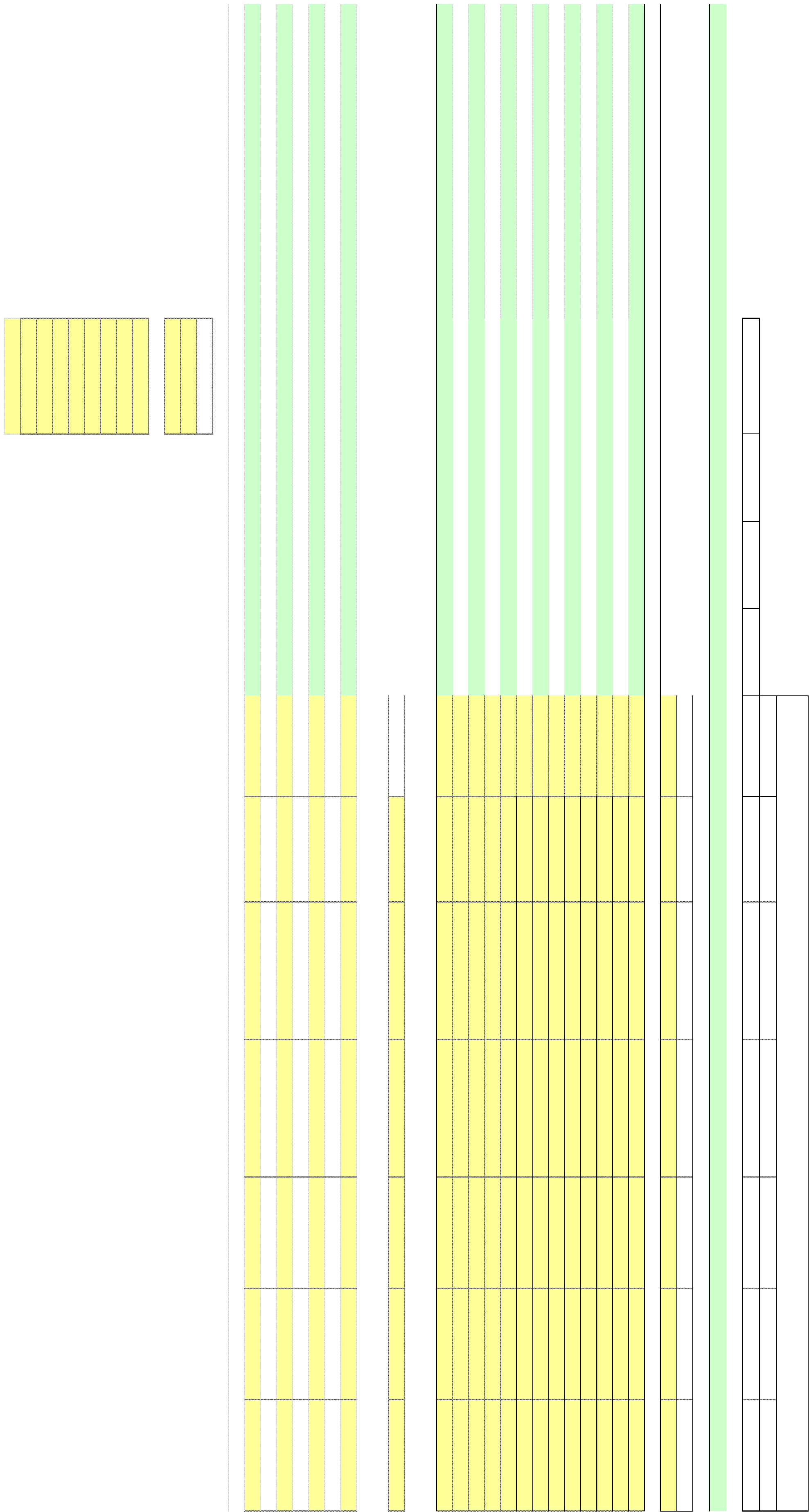
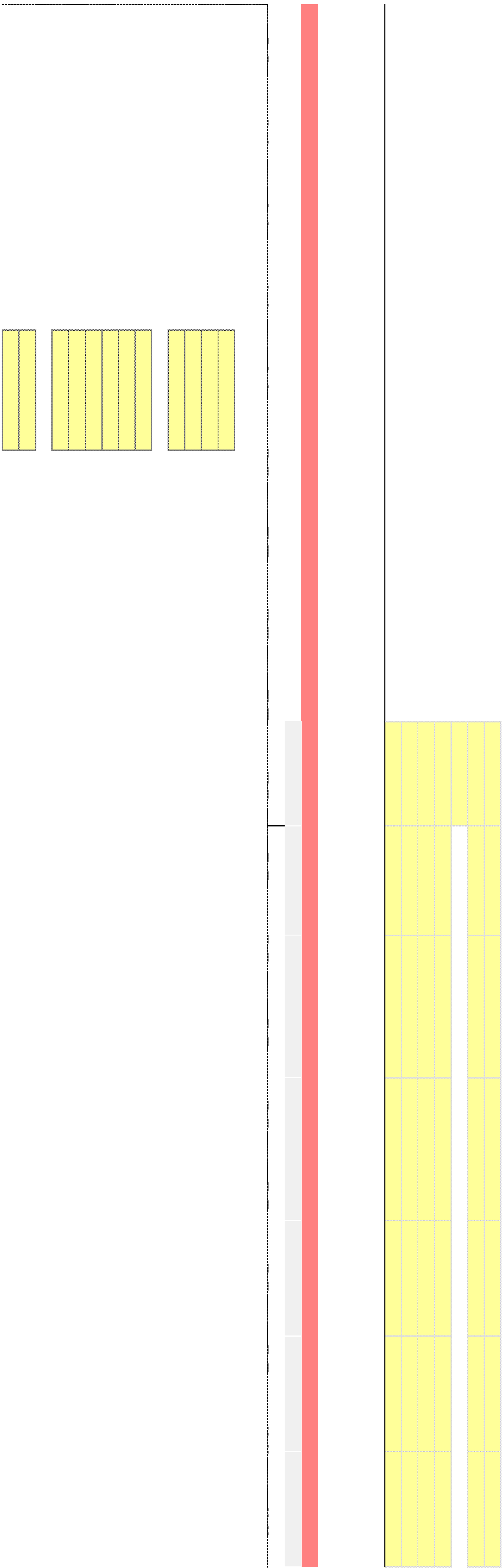
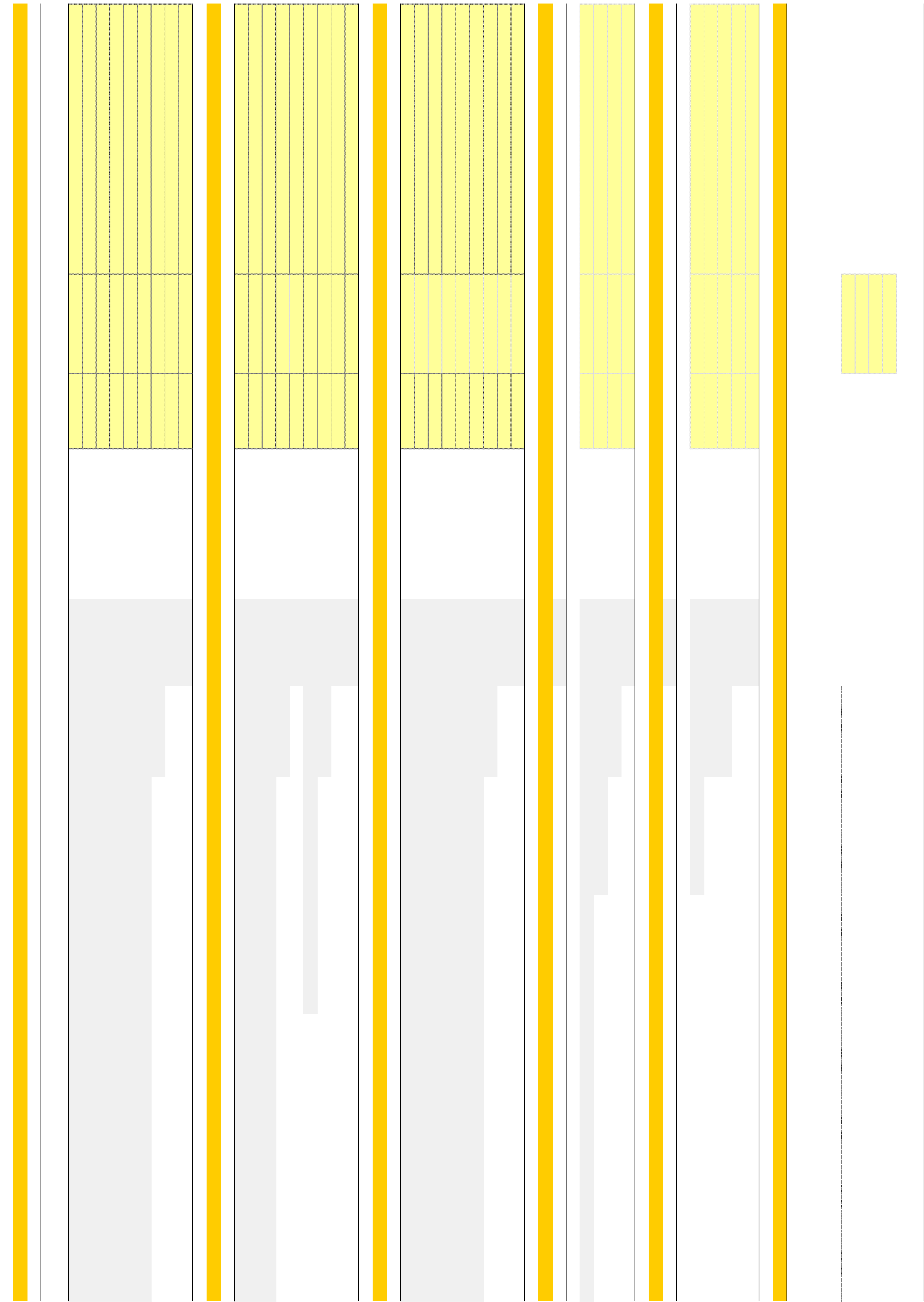
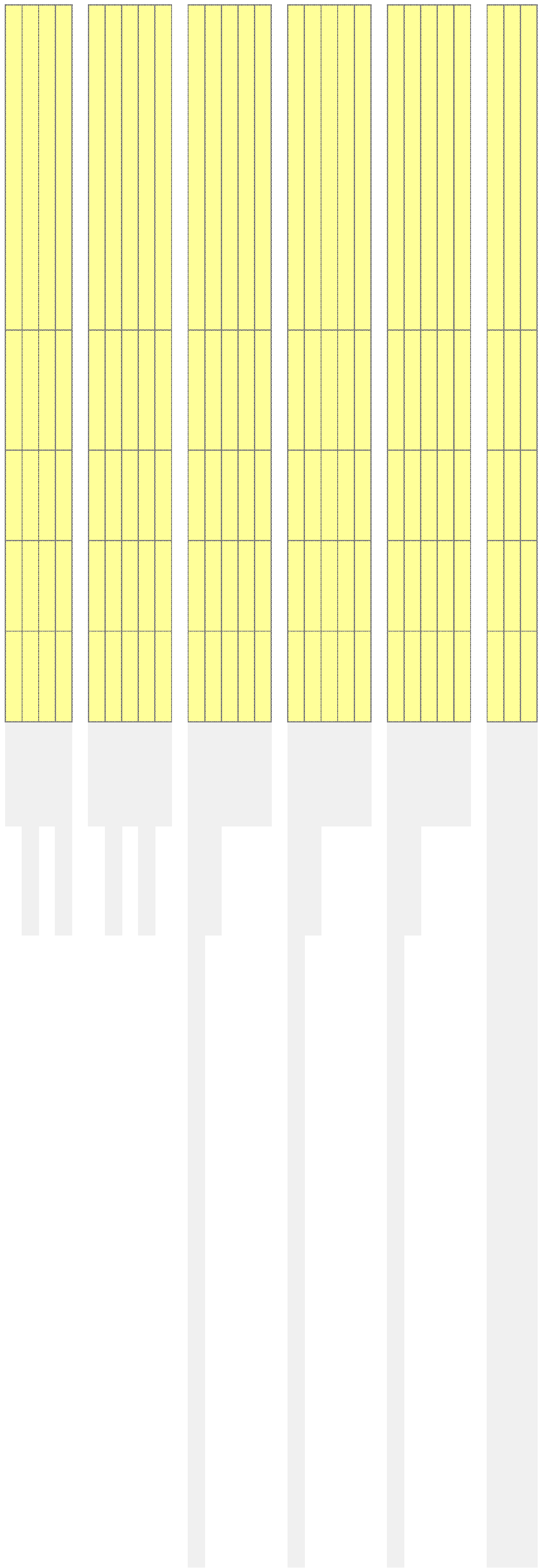
Potential Site 2

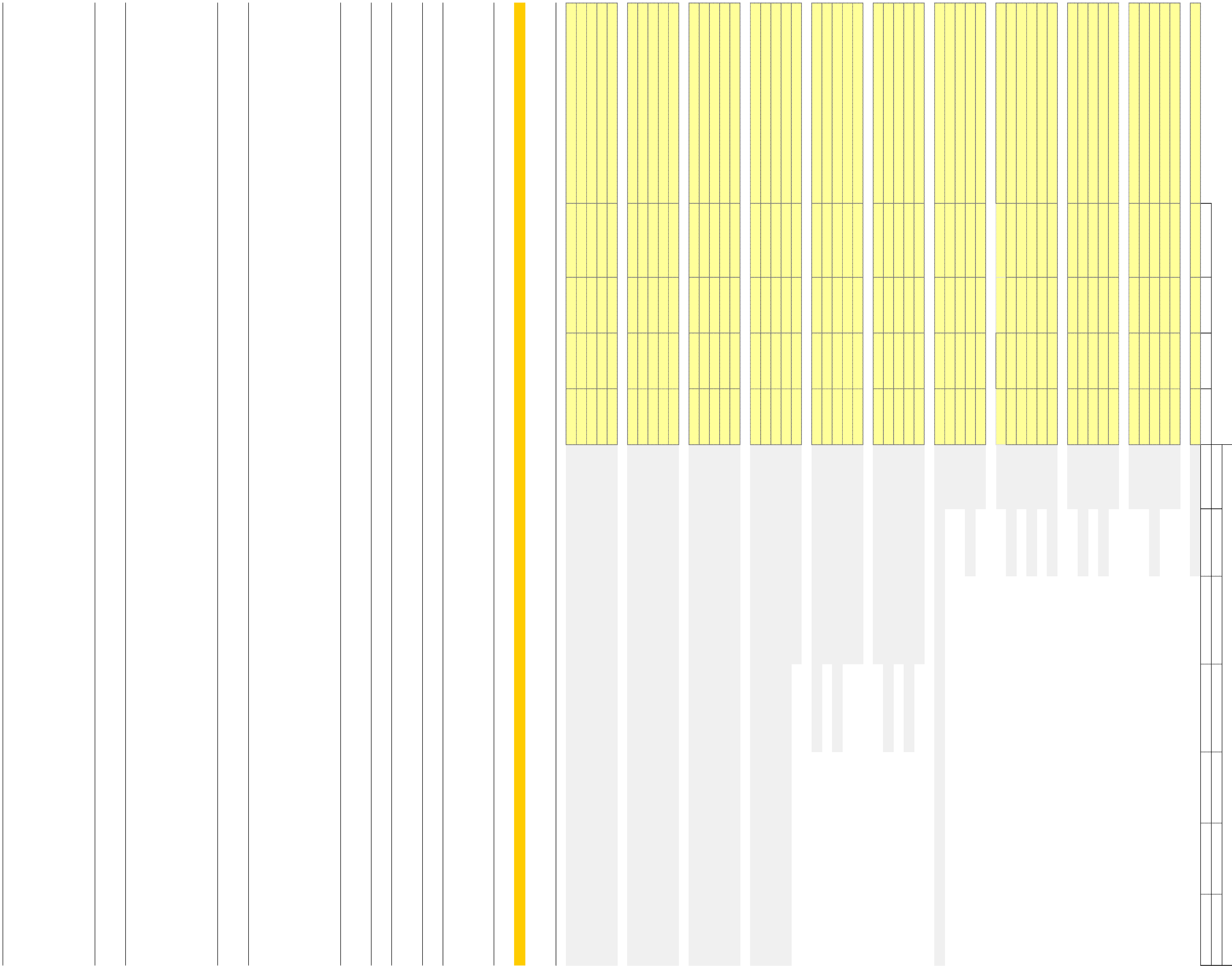
89107 / 89032 / 89027 / 89034 / 89115 / 89081 / 89117

All potential source Public, Private, Charter Schools				Grade	Over		Distance fr
	NSPF Rtg	Level(s)	Enrollment	Capacity	Capacity	school	
1	Test		-	-	-	-	
2			-	-	-	-	
3			-	-	-	-	
4			-	-	-	-	
5			-	-	-	-	
6			-	-	-	-	
7			-	-	-	-	
8			-	-	-	-	
9			-	-	-	-	
10			-	-	-	-	
#DIV/0!							

	Ethnicity							Special Population			
	Asians	Black	C-White	Hispanic	I-Native American	Multiple	Pacific Islander	FRL	IEP	ELL	SPED
1	Test	-	-	-	-	-	-	-	-	-	-
2	-	-	-	-	-	-	-	-	-	-	-
3	-	-	-	-	-	-	-	-	-	-	-
4	-	-	-	-	-	-	-	-	-	-	-

		SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6				
		2020	2021	2022	2023	2024	2025	2026				
		SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027				
5 -	-	-	-	-	-	-	-	-	-	-	-	-
6 -	-	-	-	-	-	-	-	-	-	-	-	-
7 -	-	-	-	-	-	-	-	-	-	-	-	-
8 -	-	-	-	-	-	-	-	-	-	-	-	-
9 -	-	-	-	-	-	-	-	-	-	-	-	-
10 -	-	-	-	-	-	-	-	-	-	-	-	-



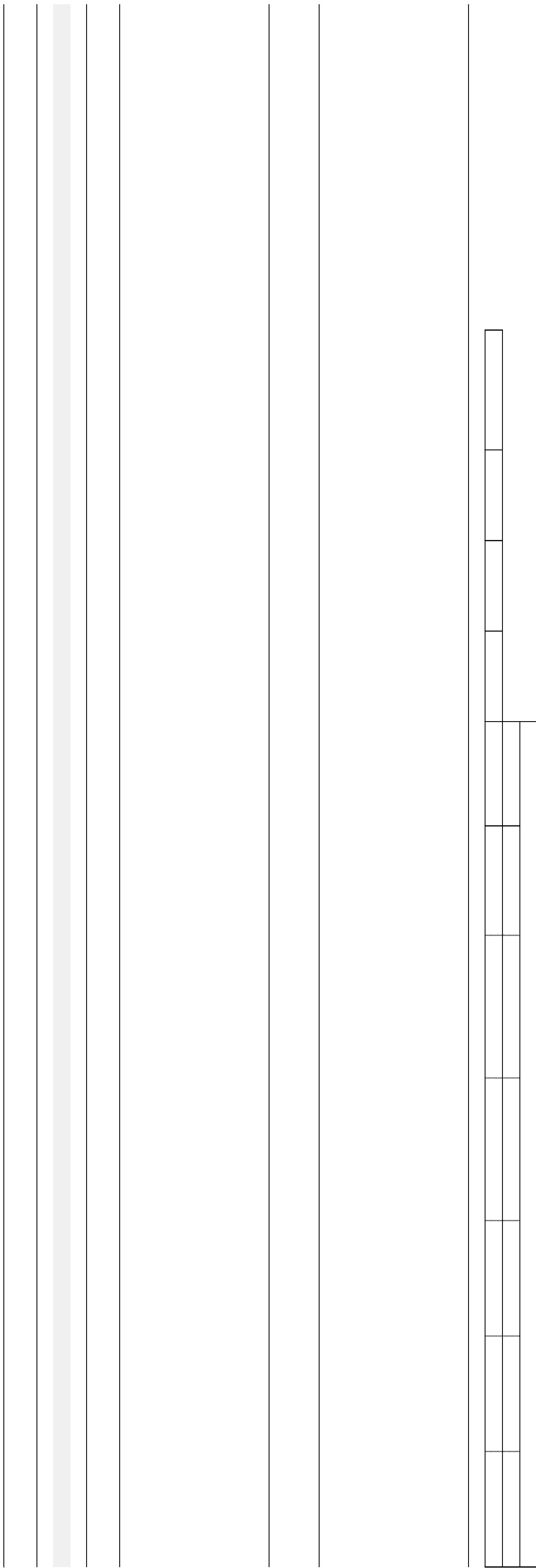
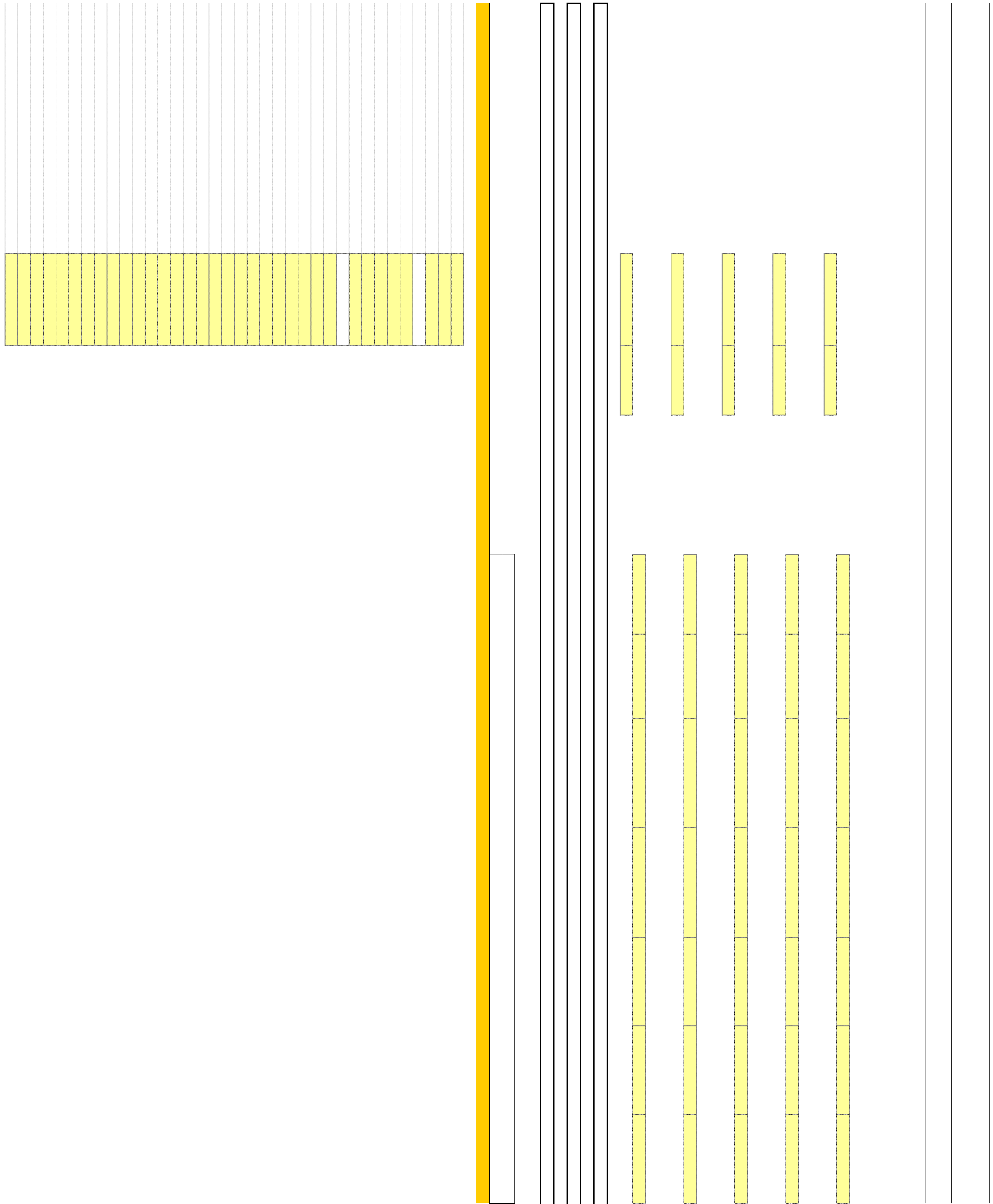


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100

89030

89030

If Lease, then facility type: Retail/shopping, office, industrial, school, church, other
City/County sign off of improvement plans--all required work identified

TOTAL FACILITIES CASH COSTS	\$12,075,606	\$-	\$609,601	\$1,404,001	\$1,872,001	\$2,340,001	\$2,925,001	\$2,925,001
TOTAL FACILITIES Book Expense	\$12,075,606	\$-	\$609,601	\$1,404,001	\$1,872,001	\$2,340,001	\$2,925,001	\$2,925,001
Total lease book expense	\$12,075,606	\$-	\$609,601	\$1,404,001	\$1,872,001	\$2,340,001	\$2,925,001	\$2,925,001
Difference		\$-	\$-	\$-	\$-	\$-	\$-	\$-

Facility Specifications - resource worksheet

Pioneer Technology & Arts Academy Nevada

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Enrollment		SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
		2021	2022	2023	2024	2025	2026
		2022	2023	2024	2025	2026	2027
		648	1080	1182	1284	1386	1404
		27	45	48	51	54	57
Students/Classroom		24	24	25	25	26	25

This space planning worksheet may assist you in considering your facility needs. You are not required to complete this. You may need less/more space.

Type of Space	Common Specifics	Low	High	Avg	Example 1	Example 2	Applicant yr1	Applicant yr3
Enrollment	500 Students				500	400	648	1284
Grade levels	9th-12th					25		
Students per CR	25:1				25	25	24	25
Interior Space PS-full size	Classroom, circulation, other PS	55 sf	100 sf	78 sf	600 s	46,500	800 s	62,000
							500 s	38,750
Detailed Analysis								
Core classrooms SF	20 cls @ 850 SF each = 17,000 SF	750	1,000	850	20	17,000 sf	16	13,600 sf
Science labs SF	2 cls @ 1000 SF each	850	1,200	1,000	2	2,000	2	2,000
Computer labs / media centers	1 room @ 1000 SF	850	1,200	1,000	1	1,000	1	1,000
SPED Specialty offices / classrooms	SPED, counseling room(s) - 2 @ 400 SF each, 4 @ 100 SF each			400	2	800	2	800
ELL Specialty offices / classrooms	SPED, ELL, counseling rooms - 2 @ 400 SF each, 4 @ 100 SF each			100	4	400	4	400
Reception area / offices	Reception area @ 400 SF			400	1	400	1	400
Administrative offices	Four offices at 100 SF each	70	100	100	4	400	4	400
Conference room(s)	400 SF			400	1	400	1	400
Teacher lounge / work room	600 SF			600	1	600	1	600
Commons / lunch area	1,500 SF			1,500	1	1,500	1	1,500
Kitchen / prep room	200 SF (prep only)			200	1	200	1	200
Bathrooms (students)	Students - 2 @ 400 SF each			400	2	800	2	800
Bathrooms (staff)	Staff 3 @ 100 SF each			100	3	300	3	300
Multi-purpose room / gymnasium (A)	MPR / small gym @ 4,000 SF			4,000	1	4,000	0	-
" " (B)	OR--by sf/pupil	7	10	---	-	-	7 sf/p	4,536
Elective classrooms	(1) music @ 1,000 SF			1,000	1	1,000	1	1,000
Storage closets	2 @ 300 SF each			300	2	600	2	600
Custodial closet	150 SF			150	1	150	1	150
Mechanical & IT closet	250 SF			250	1	250	1	250
Other (drama, media, parent room, health, etc.)	Parent room @ 200 SF			200	1	200	1	200
Space requirements pre circulation					32,000	27,400	29,866	63,338
Circulation (hallways)	@15%(up to 20%) total = 4,800			15%		4,800	4,110	4,480
Total estimated square feet	32,000 + 4,800 = 36,800					36,800 sf	31,510 sf	34,346 sf
Total square feet per student	73.6 SF per student					74 sf/p	79 sf/p	53 sf/p

Common specifics

Elementary (K-6) 25/classroom

Middle School (7-8) 27/classroom

High School (9-12) 27/classroom

Pioneer Technology & Arts Academy Nevada

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SY 0/Incubation	SY 1	SY 2	SY 3
-----------------	------	------	------

2020	2021	2022	2023	2024	2025	2026
2021	2022	2023	2024	2025	2026	2027

ASSUMPTIONS

Copier (monthly lease rate)	\$300	Per month	Students per copier			
	300					
Desktop computer costs (faculty and computers for carts)	\$499	Per laptop	Per cart			
	30	Per grade level				
Cart costs	\$200					
Student enrollment	648	1,080	1,182	1,284	1,386	1,404

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TOTAL FFE & T COSTS (cash acquisition cost)	\$3,346,209	\$-	\$796,323	\$591,516	\$335,230	\$774,755	\$486,355	\$362,030
TOTAL FFE & T COSTS (book expense)	\$2,876,236	\$-	\$337,507	\$446,846	\$480,789	\$516,234	\$543,880	\$550,980

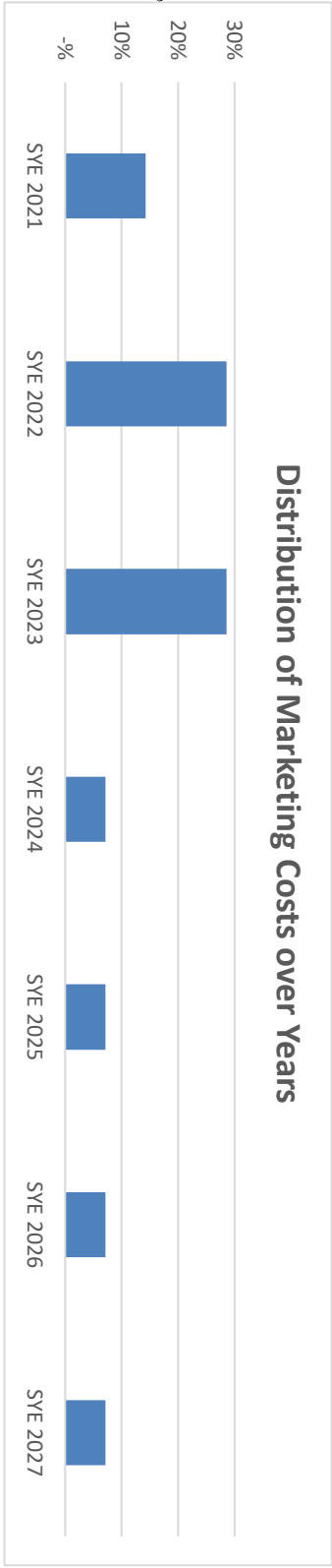
Marketing Plan & Implementation

Pioneer Technology & Arts Academy Nevada

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School Year 1 (Fall Start)	2021
SY Ending (SYE)	2022



Charter Contract Operations Term						
SY 0	SY 1	SY 2	SY 3	SY 4	SY 5	SY 6
2020	2021	2022	2023	2024	2025	2026
SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027

ENROLLMENT

Number of grade levels	-	9	10	11	12	13	13
Number of classrooms	-	27	45	48	51	54	57

18	K		68	115	115	115	115
19	1st		68	115	115	115	115
20	2nd		68	115	115	115	115
21	3rd		68	115	115	115	115
22	4th		68	115	115	115	115
23	5th		56	85	85	85	85
24	6th		88	115	115	115	115
25	7th		88	115	115	115	115
26	8th		76	106	112	112	112
27	9th		-	84	102	102	102
28	10th		-	-	78	102	102
29	11th		-	-	-	102	102
30	12th		-	-	-	78	96
31	Total Student Enrollment	648	1,080	1,182	1,284	1,386	1,404
	Student / Classroom (w/o teachers)	24	24	25	25	26	25

STUDENT RECRUITMENT AND MARKETING

Method of Marketing	Schedule estimate	Totals	SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027
Marketing complete	Sample two months prior to open enrollment	\$350,000	\$50,000	\$100,000	\$100,000	\$25,000	\$25,000	\$25,000	\$25,000
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-
Total Cost		\$350,000 100%	\$50,000 14%	\$100,000 29%	\$100,000 29%	\$25,000 7%	\$25,000 7%	\$25,000 7%	\$25,000 7%

Insurance Coverage

Pioneer Technology & Arts Academy Nevada

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Check with your attorney or insurance agent as to what types of insurance you may need.

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		Minimum Coverage		Covered but Bundled? y/n		Totals		SYE 0		SY 1		SY 2		SY 3		SY 4		SY 5		SY 6	
Insurance types (Depending on coverage)		Premium/SYr			Annual Cost	6 yr+0		SYE 2021	SYE 2022	SYE 2023	SYE 2024	SYE 2025	SYE 2026	SYE 2027							
1						\$ -															
2	Abuse or Molestation: Aggregate	\$ -			2,000	12,000			\$ -	2,000	2,000	2,000	2,000	2,000							
3	Abuse or Molestation: Per Occurrence	-				-			-	-	-	-	-	-							
4	Accident Insurance - For volunteers or students due to accident at school.	-			2,500	15,000			2,500	2,500	2,500	2,500	2,500	2,500							
5	Automobile - Coverage for any owned automobiles by the school.					-			-	-	-	-	-	-							
6	Building Limit					-			-	-	-	-	-	-							
7	Commercial Auto Liability	-			-	-			-	-	-	-	-	-							
8	Cyberliability- Coverage due to loss if computer systems hacked.	-			500	3,000			500	500	500	500	500	500							
9	Directors & Officers Liability Aggregate	-			2,000	12,000			2,000	2,000	2,000	2,000	2,000	2,000							
10	Directors & Officers Liability Per Occurrence	-			-	-			-	-	-	-	-	-							
11	Directors and Officers - For director or officers of the school.	-			-	-			-	-	-	-	-	-							
12	Educators Legal Liability Aggregate	-			2,000	12,000			2,000	2,000	2,000	2,000	2,000	2,000							
13	Educators Legal Liability Per Occurrence	-			-	-			-	-	-	-	-	-							
14	Educators' legal liability insurance	-			-	-			-	-	-	-	-	-							
15	Employee Benefits Liability Aggregate	-			1,000	6,000			1,000	1,000	1,000	1,000	1,000	1,000							
16	Employee Benefits Liability Per Occurrence	-			-	-			-	-	-	-	-	-							
17	Employee Dishonesty/Crime	-			500	3,000			500	500	500	500	500	500							
18	Employment benefits liability insurance				-	-			-	-	-	-	-	-							
19	Employment Practices Liability - discrimination, termination, harassment.				500	3,000			500	500	500	500	500	500							
20	Employment Practices Liability Aggregate				-	-			-	-	-	-	-	-							
21	Employment practices liability insurance				-	-			-	-	-	-	-	-							
22	Employment Practices Liability Per Occurrence				-	-			-	-	-	-	-	-							
23	Errors and Omissions (of sponsor and governing body of charter school)				-	-			-	-	-	-	-	-							
24	Excess/Umbrella Liability				2,000	12,000			2,000	2,000	2,000	2,000	2,000	2,000							
25	General Liability Aggregate				24,000	144,000			24,000	24,000	24,000	24,000	24,000	24,000							
26	General Liability Per Occurrence				-	-			-	-	-	-	-	-							
27	General liability insurance				18,000	108,000			18,000	18,000	18,000	18,000	18,000	18,000							
28	i. Coverage for molestation and sexual abuse				-	-			-	-	-	-	-	-							
29	ii. Broad form policy, with the named insureds as follows:				-	-			-	-	-	-	-	-							
30	iii. The sponsor of the charter school;					-			-	-	-	-	-	-							
31	iv. All employees: former, present and future					-			-	-	-	-	-	-							
32	v. Volunteers at the charter school; and					-			-	-	-	-	-	-							
33	vi. Directors, including, without limitation, executive directors.					-			-	-	-	-	-	-							
34	Liability - Liability coverage for premises you rent or own.					-			-	-	-	-	-	-							
35	Liability insurance for sports and athletic participation					-			-	-	-	-	-	-							
36	Motor vehicle liability insurance if applicable					-			-	-	-	-	-	-							
37	Personal and Advertising Injury					-			-	-	-	-	-	-							
38	Products/Completed Operations Aggregate					-			-	-	-	-	-	-							
39	Professional Liability - Coverage for teachers and professional educators					-			-	-	-	-	-	-							
40	Property- Coverage for building or personal property you own.					-			-	-	-	-	-	-							
41	Student Accident - per accident					-			-	-	-	-	-	-							
42	Umbrella - Coverage due to claim exhausting Liability limits.					-			-	-	-	-	-	-							
43	Umbrella liability insurance					-			-	-	-	-	-	-							
44	Workers Compensation					-			-	-	-	-	-	-							
45	Workers Compensation - Coverage for injury or accident for employees.				12,000	72,000			12,000	12,000	12,000	12,000	12,000	12,000							
46	(Add other coverages here)					-			-	-	-	-	-	-							
47	(Add other coverages here)					-			-	-	-	-	-	-							
48	(Add other coverages here)					-			-	-	-	-	-	-							
49	(Add other coverages here)					-			-	-	-	-	-	-							
50	(Add other coverages here)				-	-			-	-	-	-	-	-							
					\$67,000	\$402,000		\$ -	\$67,000	\$67,000	\$67,000	\$67,000	\$67,000	\$67,000							

Test Academy

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SubtotalSubtotal

Admissions Lottery

Sources > Uses (<, less than)

Attach suppl

EMO-CMO Budget Worksheet

Pioneer Technology & Arts Academy Nevada

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Education Management Organization (EMO)

Charter Management Organization (CMO)

Charter Management Organization (CMO)						
	School Year 1 (Fall Start)	2021	2022	Charter Contract Operations Term		
	SY Ending	2022	2023	2024	2025	2026
10	SY 0	SY 1	SY 2	SY 3	SY 4	SY 5
11	2020	2021	2022	2023	2024	2025
12	Total	2021	2022	2023	2024	2025
13	Enrollment	648	1,080	1,182	1,284	1,386
14	Total Revenue	\$64,281,503	5,552,137	9,485,300	10,642,368	11,853,034
15	Total Expenses (w/o EMO/CMO Fees)	\$30,268,327	\$135,000	2,748,421	4,348,858	5,068,326

17 **EMO/CMO Services / Fee basis/Type**

EMO/CMO Services / Fee basis/Type		Enrollment						
<i>Select applicable structure (if any)</i>			9	10	11	12	13	13
17	EMO/CMO Services / Fee basis/Type	Enrollment						
18	<i>Select applicable structure (if any)</i>							
19	Flat fee per student per year (Years 1-3, Startup)	\$ -	-	-	-	-	-	-
20	Flat fee per student per year (Years 4-6)	\$ -	-	-	-	-	-	-
21	OR		-	-	-	-	-	-
22	% fee per revenue per year (Years 1-3, Startup)	12%	-	666,256	1,138,236	1,277,084	-	-
23	% fee per revenue per year (Years 4-6)	10%	-				1,185,303	1,311,960
24	OR		-	-	-	-	-	-
25	Cost plus (Years 1-3, Startup)(select specific costs)	-9%	-	-	-	-	-	-
26	Cost plus (Years 4-6)	-9%	-	-	-	-	-	-
27	OR		-	-	-	-	-	-
28	Other fee structure (describe)%		-	-	-	-	-	-
29	Other fee structure (describe)	\$ -	-	-	-	-	-	-

34 **EMO, CMO ala carte services to charter school**

35 "Back office" functions (A/P, A/R, Payroll, Inventory,
financial, compliance, reporting)

35	"Back office" functions (A/P, A/R, Payroll, Inventory, financial, compliance, reporting)				
36		Bond Financing.	y	y	y
37		Capital Loans,	y	y	y
38		Cash Advances For Startup Funds,	y	y	y
39		Computer/Other Leasing	n	n	n
40	Contract Mgt	y	y	y	
41	Development of Curriculum and Instruction,	y	y	y	
42	Establishment of College Guidance & Counseling Program.	y	y	y	
43	Facility Leasing.	n	n	n	
44	Food Servicing	n	n	n	
45	Furnishings, Fixtures,	n	n	n	
46	HR Management	y	y	y	
47	Internal Control Process Development	y	y	y	
48	Manage or Operate aspects of a charter school	y	y	y	
49	Professional Development and	y	y	y	
50	Purchasing	y	y	y	
51	Supervision of building Design & Remodeling,	y	y	y	
52	Technology Contracting,	y	y	y	
53	Textbooks, Other Transactions,	n	y	y	
54	Transportation	n	n	n	
55	Other (Describe)	y	y	y	
56	Other (Describe)	y	y	y	
57	Other (Describe)	y	y	y	

58 **Total EMO-CMO-ESP Planned Expenses**

Does the EMO provide the service or do they help you choose the service which you will pay for--separate from the EMO fee?

Consider a cost plus model of hiring specific services you may need, such as accounting/payroll. But also consider the value of full service providers. There can be greater savings from exercising a service cost plus a margin for services providers specializing in specific areas. There can be more peace of mind from "one-stop" providers. Some schools may start with one model and shift to another. Make sure your contracts provide the flexibility you deserve.

School Year 1 (Fall Start)

SY Ending

Charter Contract Operations Term							
	SX 0	SX 1	SX 2	SX 3	SX 4	SX 5	SX 6
	2020	2021	2022	2023	2024	2025	2026
Total	2021	2022	2023	2024	2025	2026	2027
		648	1,080	1,182	1,284	1,386	1,404
\$64,281,503		5,552,137	9,485,300	10,642,368	11,853,034	13,119,604	13,629,059
\$30,268,327	\$135,000	2,748,421	4,348,858	5,068,326	5,752,858	6,019,050	6,195,814
		9	10	11	12	13	13
\$ -	-	-	-	-	-	-	-
\$ -	-	-	-	-	-	-	-
	-	-	-	-	-	-	-
\$3,081,577	-	666,256	1,138,236	1,277,084	1,185,303	1,311,960	1,362,906
\$3,860,170	-						
\$ -	-	-	-	-	-	-	-
\$ -	-	-	-	-	-	-	-
\$ -	-	-	-	-	-	-	-
\$ -	-	-	-	-	-	-	-
\$ -	-	-	-	-	-	-	-
\$6,941,746	\$ -	\$666,256	\$1,138,236	\$1,277,084	\$1,185,303	\$1,311,960	\$1,362,906

Year 1 Cash Flow Worksheet

Pioneer Technology & Arts Academy Nevada

Mike Dang
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Fall
2021 School Operations Year 1
Winter, Spring 2022 (This is a year 1 budget. It is not a pre-opening budget)
Sponsorship Fee 1.25%

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
REVENUES															
Distributive School Acct	\$4,693,432	\$ -	\$4,693,432	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119	\$391,119
DSA Sponsorship Fee	(58,668)	-	(58,668)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)	\$(4,889)
Title I	430,920	-	430,920	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910	\$35,910
Title IIA	2,268	-	2,268	\$189	\$189	\$189	\$189	\$189	\$189	\$189	\$189	\$189	\$189	\$189	\$189
Title III	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Breakfast Program	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
IDEA	82,426	-	82,426	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869	\$6,869
State SPED Funding	272,160	-	272,160	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680	\$22,680
Charter Start up funds	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other start-up grant funds	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
School level fundraising	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Fees	129,600	-	129,600	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800	\$10,800
Investment Income	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Private Fundraising (w/Ltr of	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising Donations (w/Ltr	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$5,552,137	\$ -	5,552,137	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678	\$462,678

Total Revenues Y-T-D	-			462,678	925,356	1,388,034	1,850,712	2,313,391	2,776,069	3,228,747	3,701,425	4,164,103	4,626,781	5,089,459	5,552,137
% Revenue YTD				8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%

OPERATING EXPENDITURES & OTHER CASH OUTLAYS															
Salaries	\$1,910,000	\$ -	\$1,910,000	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167	\$159,167
Benefits	499,781	-	499,781	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648	\$41,648
Part-Time Wages	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Performance Bonuses	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	1,140	-	1,140	\$95	\$95	\$95	\$95	\$95	\$95	\$95	\$95	\$95	\$95	\$95	\$95
Instructional Supplies	1,022,346	-	1,022,346	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196	\$85,196
Contracts	20,000	-	20,000	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667	\$1,667
Food Costs	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Athletics	20,500	-	20,500	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708	\$1,708
Marketing	100,000	-	100,000	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333
Lease/Mortgage	489,600	-	489,600	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800	\$40,800
Custodial	40,000	-	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Utilities	40,000	-	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
CAM/Maintenance	40,000	-	40,000	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333	\$3,333
Campus Security	1	-	1	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital Outlay (TT)	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security Deposits (Site Lease	-	-	-	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FFE&IT	796,323	-	796,323	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360	\$66,360
Insurance	67,000	-	67,000	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583	\$5,583
Total Expenditures	\$5,046,692	\$ -	\$5,046,692	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558	\$420,558
Net Change in cash from operations	-		\$505,446	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120	\$42,120
Total Expenses Y-T-D				420,558	841,115	1,261,673	1,682,231	2,102,788	2,523,346	2,943,903	3,364,461	3,785,019	4,205,576	4,626,134	5,046,692
% Budget YTD				8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%

Fall
Winter, Spring
Sponsorship Fee

2021
2022
1.25%
School Operations Year 1
(This is a year 1 budget. It is not a pre-opening budget)

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
YTD (Rev > Exp)				1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0

FINANCING ACTIVITIES

Loans/Financing Acquired	SY1 Ending 0	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Loans/Financing Repaid													
Loan Balance													
Interest Expense (assumes 24% APR)													
Net change in cash from financing													

Projected Cash Balance Statement

Net change in Cash (F/B)	505,446	42,120	42,120	42,120	42,120	42,120	42,120	42,120	42,120	42,120	42,120	42,120	42,120
Begin Cash Balance(F/B)		0	42,120	84,241	126,361	168,482	210,602	252,723	294,843	336,964	379,084	421,205	463,325
End Cash Balance (F/B)	505,446	42,120	84,241	126,361	168,482	210,602	252,723	294,843	336,964	379,084	421,205	463,325	505,446

Cash/Expense X	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1.0	1.1
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Percentage of Revenue

REVENUES

Distributive School Acct	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
DSA Sponsorship Fee	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%	(1%) 8%
Title I	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Title IIA	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Title III	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Federal Breakfast Program	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Federal Lunch Program	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
IDEA	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
State SPED Funding	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Charter Start up funds	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other start-up grant funds	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
School level fundraising	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Student Fees	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Investment Income	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Private Fundraising	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Fundraising Donations	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Total Revenue	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Revenues Y-T-D		8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%

Percentage of Expense

EXPENDITURES

Salaries	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%	38%
Benefits	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Part-Time Wages	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Performance Bonuses	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Payroll Services	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Fall
Winter, Spring
Sponsorship Fee

2021
2022
1.25%

School Operations Year 1
(This is a year 1 budget. It is not a pre-opening budget)

(Carry over totals and input to appropriate worksheets)

	From Enrol tab	Variance	SY1 Ending 2022	Projected July	Projected August	Projected September	Projected October	Projected November	Projected December	Projected January	Projected February	Projected March	Projected April	Projected May	Projected June
Instructional Supplies			20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%	20%
Contracts			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Food Service			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Transportation			-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%	-%
Athletics			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Marketing			2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Lease/Mortgage			10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Utilities			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Custodial			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
CAM			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Capital Outlay			0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
FFE&T			16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%	16%
Insurance			1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Total Expenditures			100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Total Expenses Y-T-D				8%	17%	25%	33%	42%	50%	58%	67%	75%	83%	92%	100%
% of available cash at start of month				0.00%	998.46%	499.23%	332.82%	249.62%	199.69%	166.41%	142.64%	124.81%	110.94%	99.85%	90.77%
% of available cash at end of month				998.46%	499.23%	332.82%	249.62%	199.69%	166.41%	142.64%	124.81%	110.94%	99.85%	90.77%	83.21%

Projected Cash Balance Statement

Net change in Cash (F/B)	0	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%	9%
Begin Cash Balance(F/B)			0	0	0	0	0	0	0	1	1	1	1	1	1
End Cash Balance (F/B)	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1

Benefits/Salaries Exp	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%	26%
# Employees	62	62	62	62	62	62	62	62	62	62	62	62	62	62	62
Benefits/Employee	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672	\$672
Salaries/Employee	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567	\$2,567

DSA Rates

DRAFT

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

County District	SYE-20 Rates		Total	Planned Enrollment	Subtotal	Pmt		Index		Pd Pmt Amounts	
	DSA	Outside Revenue				Freq	OSRev/Tot	Rev/CCSD	Qtr	Mon	
Carson City	\$ 7,184	\$ 1,245	\$ 8,429	0	\$ -	-	15%	116%	\$ -	\$ -	
Churchill	7,006	1,320	8,326		-	-	16%	115%	-	-	
Clark	6,067	1,176	7,243	278	2,013,540	Mo	16%	100%	-	167,795	
Douglas	6,086	3,254	9,340	-	-	-	35%	129%	-	-	
Elko	7,891	1,529	9,420	-	-	-	16%	130%	-	-	
Esmeralda	20,750	9,469	30,219	-	-	-	31%	417%	-	-	
Eureka	11,032	20,036	31,068	-	-	-	64%	429%	-	-	
Humboldt	7,431	2,258	9,689	-	-	-	23%	134%	-	-	
Lander	3,517	8,536	12,053	-	-	-	71%	166%	-	-	
Lincoln	12,131	1,685	13,816	-	-	-	12%	191%	-	-	
Lyon	7,724	1,043	8,767	-	-	-	12%	121%	-	-	
Mineral	10,152	1,654	11,806	-	-	-	14%	163%	-	-	
Nye	7,967	1,827	9,794	-	-	-	19%	135%	-	-	
Pershing	9,691	3,203	12,894	-	-	-	25%	178%	-	-	
Storey	6,136	10,216	16,352	-	-	-	62%	226%	-	-	
Washoe	6,034	1,417	7,451	-	-	-	19%	103%	-	-	
White Pine	8,512	2,604	11,116	-	-	-	23%	153%	-	-	
Multi-District	\$ 7,243			278	\$2,013,540						
Avg/St					\$7,243 /st						

Note on Depreciation+

Pioneer Technology & Arts Academy Nevada

Mike Dang

702.486.8879

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Generic Facilities and FFE narrative

New to this application is built in capitalization and depreciation/amortization. This applies to capital outlays on leases (such as tenant improvements) and several categories of FFE&T. Capital outlays are depreciated based on a 15-year schedule. The FFE&T tab states what depreciation schedule is being used for each category. These schedules are based on the Nevada Personal Property Manual's expected life for each category. You can access the version of the NV Personal Property Manual used here: [https://tax.nv.gov/LocalGovt/PolicyPub/ArchiveFiles/PersonalPropertyManual/2020-2021 Personal Property Manual rev 03282019/](https://tax.nv.gov/LocalGovt/PolicyPub/ArchiveFiles/PersonalPropertyManual/2020-2021%20Personal%20Property%20Manual%20rev%2003282019/). The values used come from the Information Systems section on page 11, and the Office Furniture, Retail Sales Equipment, Other section on page 16.

The primary purpose of these additions is to give a better picture of what an audited full accrual basis Statement of Activities will look like for an applicant while still allowing for an analysis of the cash cost and cash flow outlook of operating the proposed school. With the exception of the rows for "Other Equipment", these calculations will all be done automatically for you and require no additional inputs.



Nevada State Public Charter School Authority

Mike Dang

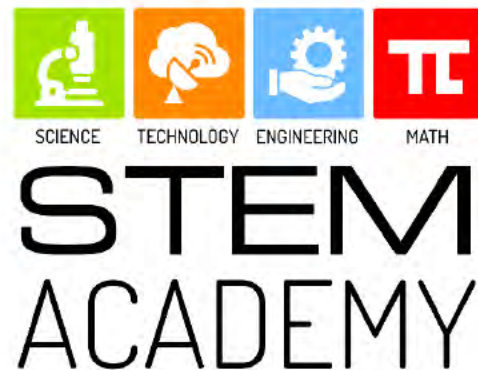
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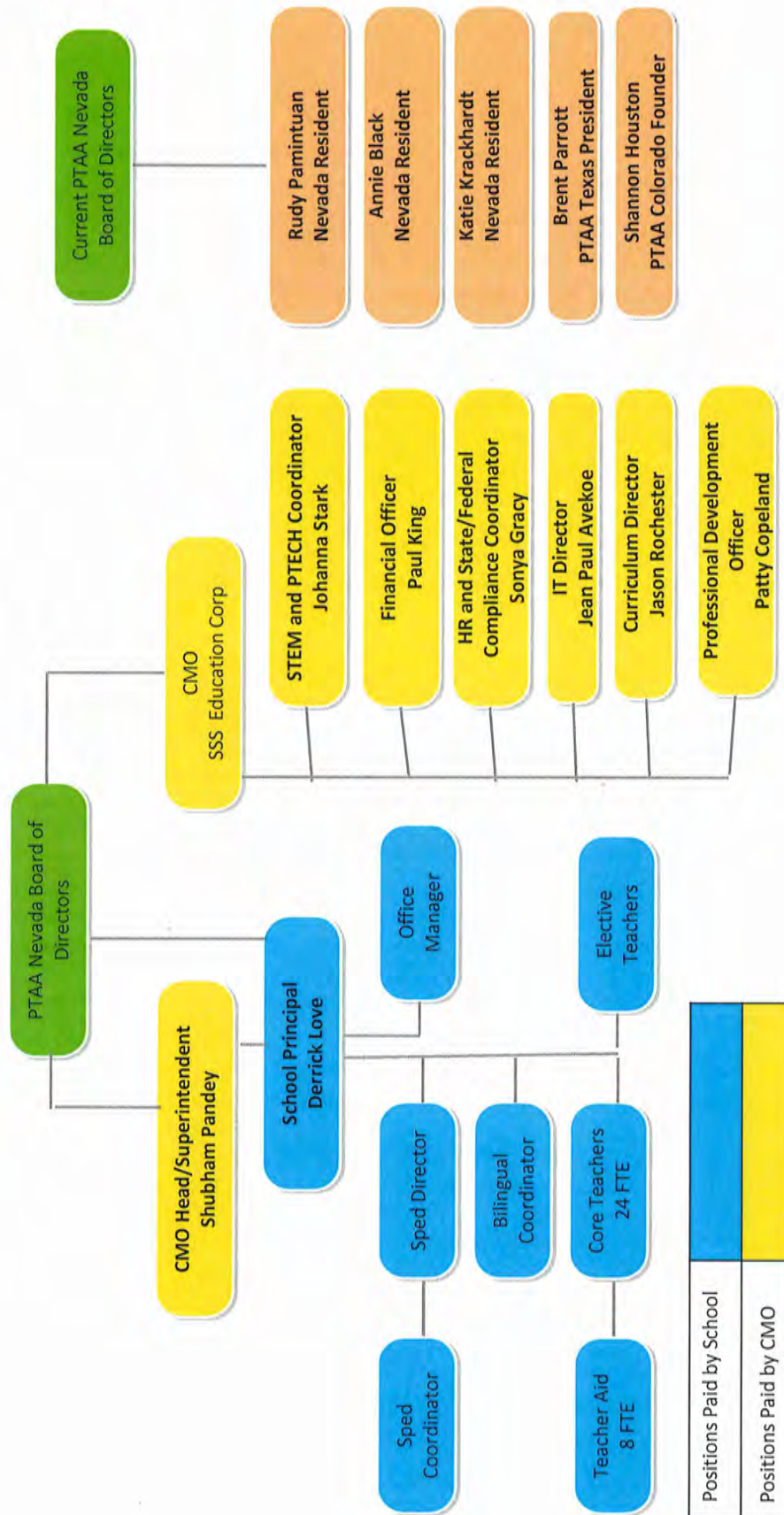
PTAA/Nevada

ATTACHMENT 22

Organizational Charts

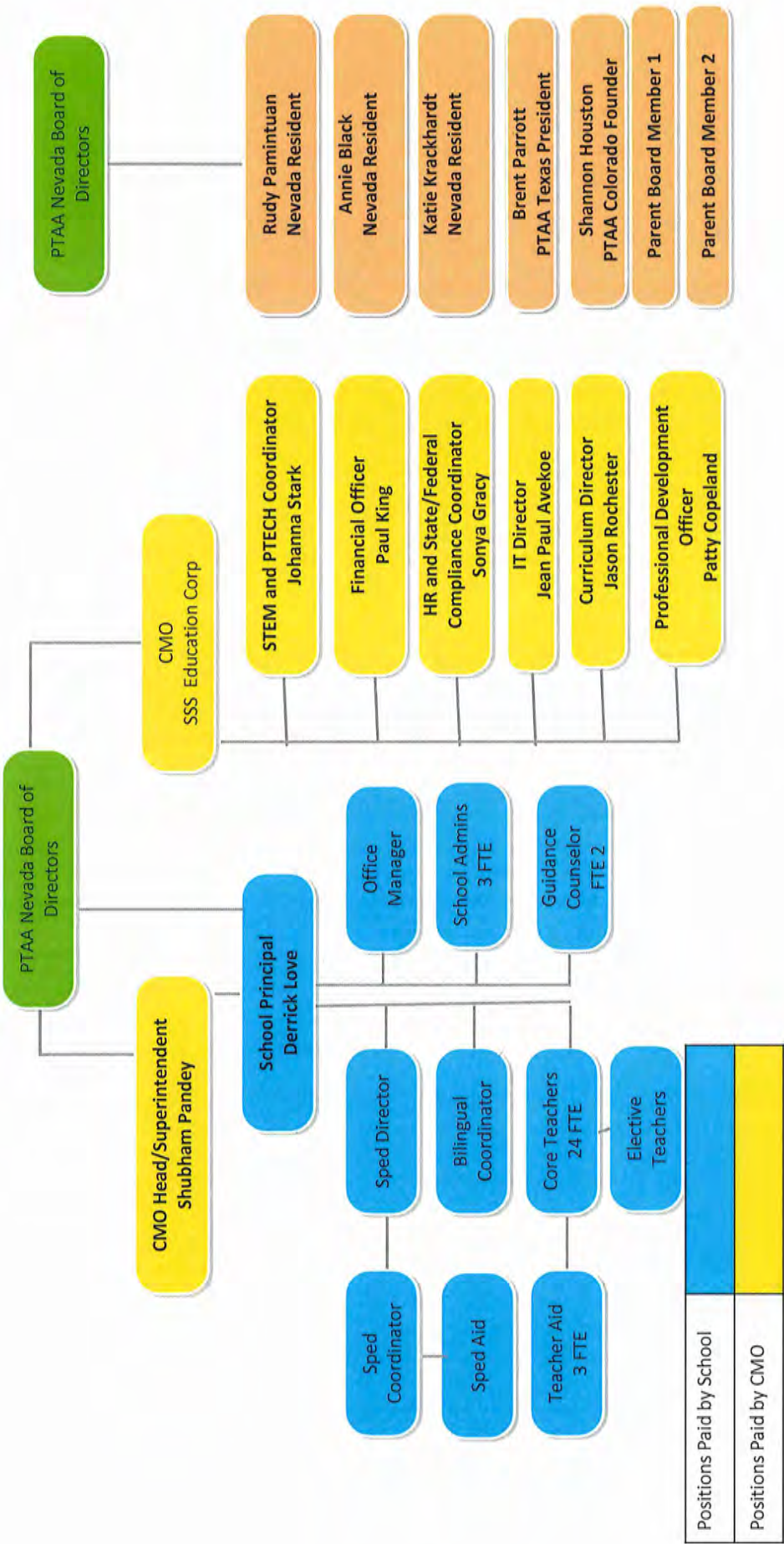


PTAA Nevada Year 1 Organization Chart



Positions Paid by School	
Positions Paid by CMO	

PTAA Nevada Year 3-6 Organization Chart

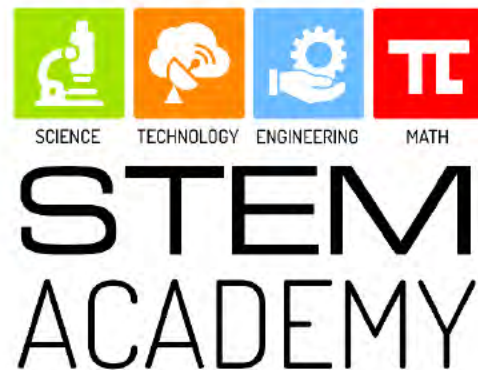




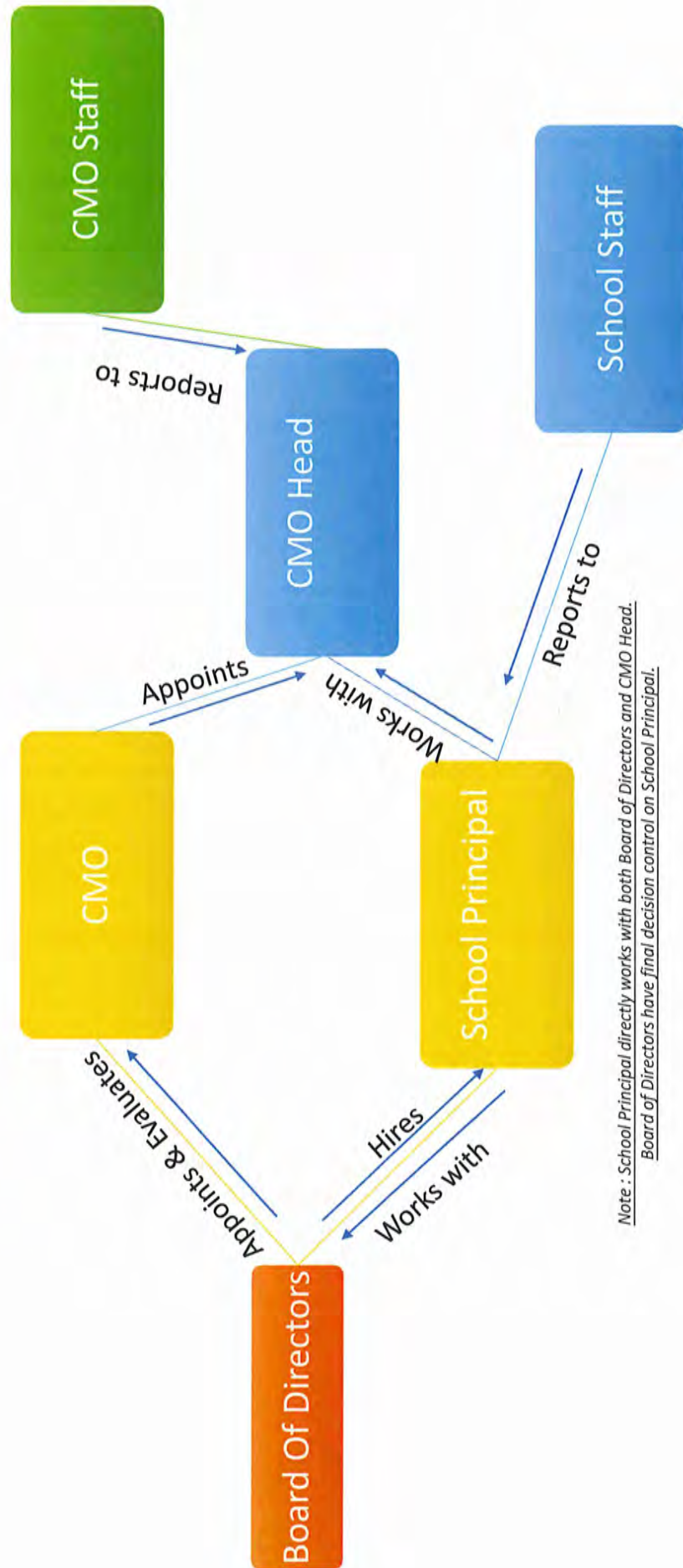
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ATTACHMENT 25

Decision Making
Flowchart



PTAA Nevada Decision Making Flow Chart



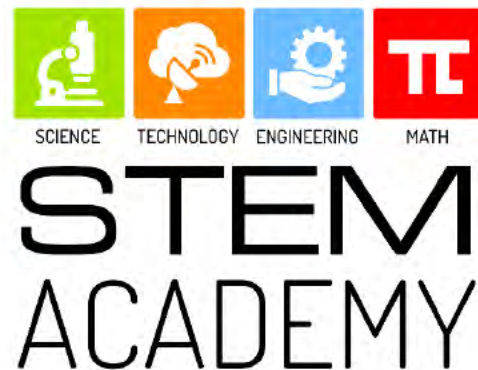


PTAA/Nevada

ATTACHMENT 26

CMO Organization

Depth Chart



Organization Depth Chart with hierarchy

	Job Description
Shubham Pandey	<ul style="list-style-type: none"> Proposed Superintendent of the School, reports to the School Board. Works with School Principal. Hires CMO Staff and work with Principal to hire School Staff.
Derrick Love	<ul style="list-style-type: none"> Works with CMO Head and School Board. Reports to School Board. Works with staff directly. Responsible for Hiring all staff of the school.
Johanna Stark	<ul style="list-style-type: none"> Coordinator is responsible for developing, coordinating, and teaching STEM afterschool programming. Primary responsibilities include program instruction, curriculum development and revision, and materials management. The STEM Coordinator also supervises, and mentors contract instructors who teach the program.
Paul King	<ul style="list-style-type: none"> Provides direction for the oversight of the school's record keeping and accounting policies. Ensures the presentation of timely and meaningful financial reports to the board. Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation. Oversees development and board review of financial policies and procedures. Leads the board in assuring compliance with federal, state and other financial reporting requirements.
Sonya Gracy	<ul style="list-style-type: none"> Maintains the work structure by updating job requirements and job descriptions for all positions. Supports organization staff by establishing a recruiting, testing, and interviewing program; conducting and analyzing exit interviews; and recommending changes. Prepares employees for assignments by establishing and conducting orientation and training programs. Ensures legal compliance by monitoring and implementing applicable human resource federal and state requirements, conducting investigations, maintaining records, and representing the organization at hearings. Enforces management guidelines by preparing, updating, and recommending human resource policies and procedures and submitting to Board for approval.
Sonya Gracy	<ul style="list-style-type: none"> Assists with the development of policies, protocols, guidelines, toolkits and professional development geared toward sharing best practices on compliance with these policies, and with the development of school and professional working environments that are in keeping with community norms as expressed in relevant policies. Ensures school staff is in compliance from an operational standpoint and a legal standpoint. Supports local school staff members in developing their practices in relation to community norms and policies, and in service of students, staff members and school culture. Acts as an independent reviewer and evaluator to ensure that compliance issues within the organization are being appropriately monitored, evaluated, investigated and reported.

Organization Depth Chart with hierarchy

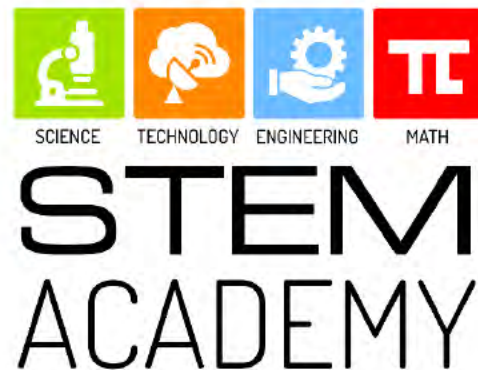
	Job Description
Jean Paul Avekoe	<ul style="list-style-type: none"> • Develops and implements the long-range district technology plan • Supervises and coordinates district technology operations and staff • Establishes standard procedures for evaluation, use, and support of technology, including hardware, operating software, and applications. • Oversees technology policy development for the district • Keeps current regarding innovations, trends, and standards in the area of technology.
Jason Rochester	<ul style="list-style-type: none"> • Analyze student test data. Assess and discuss curriculum standards • Research trends in instructional methods and educational technology • Review and recommend textbooks and other educational materials • Observe work of teaching staff to evaluate performance • Develop procedures for teachers to implement curriculum • Train teachers and other instructional staff in new content or technology • Mentor or coach teachers in skill improvement • Plan, organize and conduct training conferences and workshops
Patty Copeland	<ul style="list-style-type: none"> • Use innovative practices to effectively create multiple opportunities for collaboration and extended levels of support • Design services for the purpose of implementing professional development program activities that address identified training needs. • Maintain a variety of manual and electronic files and/or records • Monitor professional development services (e.g. consultant's course outcomes, training staff, etc.)



PTAA/Nevada

ATTACHMENT 27

Fiscal Procedures
Manual





Nevada Charter School Fiscal Procedures Manual

2020-2021

Note: This is work in progress Fiscal Manual. PTAA Nevada is actively working with local Counsel to make this Nevada specific. This document will get continuously tweaked during Incubation period. This is provided as an attachment to show the depth of Fiscal procedures that will be in place at PTAA Nevada.

Disclaimer

This Nevada *Charter School Fiscal Procedures Manual* provides Nevada certain guidance pertaining to the organization and management of Pioneer Technology & Arts Academy's financial management systems in accordance with applicable state and federal law and rules and public school best practices. This manual is not all-inclusive and is not designed to address all of the operational and organizational facets of Pioneer Technology & Arts Academy and is also not intended to replace Board policy.

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ABOUT THIS MANUAL

Purpose and Scope of Manual

The *Nevada Charter School Fiscal Procedures Manual* (hereafter, the “Manual”) was developed and is maintained to set forth the generally accepted accounting standards of fiscal management applicable to Pioneer Technology & Arts Academy (“PTAA”) (hereafter, charter school), to identify the business practices of the charter school, to ensure consistency in the implementation of financial accounting practices, and to promote accountability for public funds, public property and other aspects of charter school finances. The Manual SHALL apply to ANY disbursement, expenditure or use of public funds and public property and to ALL charter school employees and members of the governing body of the open-enrollment charter school (hereafter, the “Board”).

Manual to Supplement Existing Requirements

The Manual does not supersede and is not in lieu of the legal requirements in state and Federal law and rule, the contract for charter, grants, contracts and other legal mandates. Instead, the Manual supplements existing legal requirements and facilitates charter school compliance with state and Federal law and rule and applicable contracts. In any instance where the Manual conflicts with the state and Federal law or rule or a contractual or grant provision, the legal requirement will govern and control. Please consult your school’s legal, accounting and business professionals concerning applicable legal and accounting requirements under state and Federal law.

Manual to Implement Board Policy

The Manual does not supersede and is not in lieu of the policies adopted by the Board. Instead, the Manual implements Board policy by describing the business practices and processes of the charter school. In any instance where the Manual conflicts with Board policy, Board policy will prevail.

Applicability of Manual

The procedures enumerated in the Manual shall apply equally to the charter school by and through its Board and any charter management organization (“CMO”) if it conducts business on behalf of the charter school and is otherwise expending public funds or using public property at the request of the charter school. The procedures enumerated in the Manual do not apply to the non-charter activities, functions, programs and services of the charter school unless the charter school adopts a policy to this effect.

Organization of Manual

The Manual is organized into sections that are identified with a section number, and a section caption in bold and capital letters. Each section may include a purpose and applicability statement. As applicable, each section will also include references to applicable law, rule and other legal requirement and to local policies adopted by the Board. The procedures enumerated in the Manual outline the process that the charter school shall follow to demonstrate compliance with a legal requirement and/or local policy.

Responsibility for Development and Maintenance

Unless otherwise specified in the charter school’s charter contract, the Chief Financial Officer (or equivalent position) is primarily responsible for the development and maintenance of the Manual.

Charter school and CMO employees, officers and Board members may assist with the development and maintenance of the Manual and may make recommendations to the Chief Financial Officer to improve the charter school's business practices and financial operations.

Amendment of Manual

Although the Manual may be amended at any time to address significant deficiencies or changes in legal requirements, local policies or business operations, the Manual should be reviewed annually before the fiscal year ends and prior to the start of the following fiscal year and any revisions submitted to the Board for consideration and approval.

Sunset Review

The Manual should undergo a sunset review process at least every biennium to ensure that obsolete requirements and practices are removed and that new legal requirements and local policies are appropriately addressed. Findings of the Sunset Review should be presented to the Board at a public meeting and any revisions to the Manual submitted to the Board for consideration and approval.

Failure to Adhere to the Manual

Consequence to the CMO

The CMO's failure to abide by the policies adopted by the Board and as implemented in the administrative procedures enumerated in the Manual may result in violations of law, rule, contract and/or grant agreement. In turn, the violation of a legal requirement may result in the application of a sanction(s), enforcement action(s) and/or administrative intervention(s) by the Nevada State Public Charter School Authority ("SPCSA") or other regulatory oversight agency. The charter school and CMO should document violations of the Manual and implement a corrective action plan(s) to remedy significant and/or material issues. Moreover, a violation may render a transaction null and void.

Consequence to Employee

Charter school and/or CMO employees are expected to abide by the policies adopted by the Board and the procedures as implemented in the administrative procedures enumerated in the Manual. Charter school and CMO officers are expected to abide by and enforce the implementation of the Manual consistently and to ensure that charter school and CMO employees understand the Manual's policies and procedures. The Chief Financial Officer (or equivalent position) should document violations of the Manual. Repeated violations may result in disciplinary action against an employee, up to and including termination from employment. Moreover, a violation may render a transaction null and void.

Effective Date

The Manual is effective on _____. On this date, Board approved and adopted the Manual's procedure As stated above, the Board review and approve the Manual's procedures on at least an annual basis.

DEFINITIONS

Statutory/Administrative Law References

Title 34 of the Nevada Revised Statutes governing education including, but no limited to:

Nevada Revised Statutes, Chapter 281A (Ethics in Government)
Nevada Revised Statutes, Chapter 385A (Accountability of Public Schools)
Nevada Revised Statutes, Chapter 388A (Charter Schools)
Nevada Revised Statutes, Chapter 391 (Personnel)
Nevada Revised Statutes, Chapter 393 (School Property)
Nevada Administrative Code, Chapter 385 (Education: State Administrative Organization)
Nevada Administrative Code, Chapter 385A (Accountability of Public Schools)
Nevada Administrative Code, Chapter 387 (Financial Support of School System)
Nevada Administrative Code, Chapter 388 (System of Public Instruction)
Nevada Administrative Code, Chapter 388A (Charter Schools)

The following terms shall be defined as indicated below throughout this manual.

“Agent”

Means a person (as defined below) contracted by the charter school and authorized to perform certain work pursuant to a written agreement or contract.

“Board”

Means the governing body of the charter school as defined below.

“Board member”

Means a member of the Board of the charter school.

“Campus”

Means the physical location of the charter school as approved by the State Public Charter School Authority Nevada to be an instructional campus for purposes of data collection and reporting.

“Charter contract”

Means the contract executed between the governing body of the charter school and the sponsor of the charter school pursuant to NRS 388A.270. Nevada

“Charter school”

Means a public school that is formed pursuant to NRS 388A and operated by the Board pursuant to a charter granted by the State Public Charter School Authority Nevada.

“Charter management organization” or “CMO”

Means a nonprofit organization incorporated in the State of Nevada for the purpose of operating a charter school which the Board of the charter school may contract with for services pursuant to NRS 388A.020.

“Component purchase”

Means purchases of the component parts of an item that in normal purchasing practices would be purchased in one purchase.

“Contracted service”

Means any service for which the business arrangement is based upon a formal, written agreement executed by all parties to the transaction.

“Nevada Department of Education”

Means the department formed pursuant to NRS 385.010 with a mission to improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

“Employee”

Means an employee of a charter school and/or and/or employee of a CMO contracted to work with the charter school.

“Law”

Means any legal requirement mandated in statutory law or administrative law. It includes provisions of NRS 388A governing Charter Schools and NRS 385A providing accountability for Nevada public schools, Nevada other federal and state laws governing “public schools” and federal and state laws governing nonprofit 501(c)(3) corporations.

“Local funds”

Means funds received from private donors, fundraising efforts, charter school development activities, or other activities, efforts, functions, programs and/or services not directly or indirectly supported by or with public funds as defined below.

“Nevada State Administrative Manual”

Means the most recent publication of the State Administrative Manual from the Governor’s Finance Office, Budget Division.

“Officer”

Means:

(a) the chief executive officer, executive director, chief operating officer, chief financial officer or other executive of the charter school;

(b) the superintendent, director, of the open-enrollment charter school.

Nevada “Provider”

Means the person or entity, selected to provide a professional or contracted service to the charter school.

“Public funds”

Means funds received by the charter school from the State of Nevada..

“Nevada

“State Public Charter School Authority” or “SPCSA”

Means the Nevada State Public Charter School Authority created by [NRS 388A.150](#).

ACRONYMS

The following acronyms will be used throughout this manual from this point forward.

Acronym	Acronym Defined
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CEO	Chief Executive Officer/Superintendent. This may also include a charter school's Executive Director if that position is the chief executive position.
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CFO	Chief Financial Officer/Assistant Superintendent for Finance and Operations. This may also include a charter school's Business Manager if that position is the head of business and financial operations.
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CFR	Code of Federal Regulations
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NOTE: This acronym is usually preceded by a title number and followed by a part and section number. For instance, Title 34, Part 74, Section .71 of the CFR would be identified as 34 CFR 74.21.

CIP	Charter Instructional Plan
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FASRG	Financial Accountability System Resource Guide
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GAAP	Generally Accepted Accounting Principles
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ID	Identification Number
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IDEA	Individuals with Disabilities Education Act
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IRS	Internal Revenue Service
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MOE	Maintenance of Effort
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NCLB	No Child Left Behind Act of 2001
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NOGA	Notice of Grant Award
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PAR	Personnel Activity Reports
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OMB	Office of Management and Budget
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NAC	Nevada Administrative Code
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NRS	Nevada Revised Statutes
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Acronym	Acronym Defined
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SECTION 1: ORGANIZATIONAL RESPONSIBILITIES

1.1 Delegation of Authority

Purpose

The purpose of this section is to identify the specific powers and duties delegated by the governing body of the charter school and the CMO. This section addresses the ability of the governing body of the charter school and the CMO to solicit, negotiate, execute, dispose, resolve and conclude business arrangements on behalf of the charter school including those matters involving the disbursement of public funds. Furthermore, this section identifies the specific signature authority for the disbursement of public funds through checks, wire transfers or lines of credit, the obligation of public funds through contracts, purchase orders and other legal arrangements, and the employment of charter school personnel.

Applicability

This section applies to the powers and duties of the governing body of the charter school with respect to its governance and management of the charter school and its accountability for the charter, public funds, public property and government records.

Corporate Authority Reference

Articles of Incorporation
Bylaws
Board Code of Conduct
Board Operating Procedures
Charter Contract

Board Policy Reference

Board Policy Manual PG-5.1 – PG-5.11

1.1.1 Authority of Governing Body of the Charter School

Consistent with applicable law, the affairs of the charter school shall be managed by a Board of directors (the governing body of the charter school). Moreover, consistent with applicable law, the governing body of the charter school has the primary responsibility for implementing the public school program authorized by the SPCSA and ensuring the performance of the students enrolled in its charter school(s). Accordingly, the governing body of the charter school is ultimately responsible for the management, operation, and accountability of the charter school, regardless of whether the governing body of the charter school delegates its powers and duties to another business entity, oversight body and/or individual(s). In light of these facts, the governing body of the charter school has delegated only the powers and duties described in the Board policy referenced above as restated in this section. Absent the specific delegation of a power or duty, only the governing body of the charter school, as a body corporate, may exercise a power or duty. Moreover, as set forth in the Articles of Incorporation, Bylaws, Board Operating Procedures and Board policy, no individual member or committee of the governing body of the charter school may exercise a power or duty unless explicitly granted in a Board resolution.

1.1.2.1 Chief Executive Officer/ Superintendent

Pursuant to Board policy, the CEO is delegated the following powers and duties with respect to the management, operation, and accountability of the charter school.

- 1) Prepare, or cause to be prepared, a proposed budget of the charter school.
- 2) Prepare, or cause to be prepared, an amendment to the original and subsequently amended budgets of the charter school approved by the Board if the amendment exceeds one percent (1%) of the total budgeted expenditures or \$100,000 (whichever is lesser).
- 3) Prepare, or cause to be prepared, a recommendation to the Board for the approval of the acquisition of real property or the improvement of real property pursuant to the policies adopted by the Board.
- 4) Prepare or caused to be prepared, a recommendation to the Board for the approval of the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding \$49,999.
- 5) Submit the annual financial and compliance report to the Board for its approval (or disapprove).
- 6) Submit any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school issued by any oversight agency including the SPCSA or the Department of Education for its approval (or disapproval).
- 7) Obligate and expend, or cause to be obligated and expended, funds pursuant to the policies adopted by the Board.
- 8) Sign any check or other legal instrument disbursing funds consistent with the Board approved budget.
- 9) Use, or cause to be used, property pursuant to the policies adopted by the Board.
- 10) Invest, or cause to be invested, funds pursuant to the policies adopted by the Board.
- 11) Use, or cause to be used, property pursuant to the policies adopted by the Board.
- 12) Invest funds pursuant to the policies adopted by the Board.
- 13) Collect, or cause to be collected, fees pursuant to the policies adopted by the Board.
- 14) Develop and implement, or cause to be implemented, administrative procedures applying the policies adopted by the Board.
- 15) Direct, guide, manage and otherwise supervise the fiscal management of the Charter School.
- 16) The authority to hire and fire certain employees based on documentation.

- 17) To develop and monitor a system of controls to ensure compliance with state and federal laws and rules.
- 18) To administer state and Federal grants.
- 19) To participate in Board meetings and provide Board members with regular updates and training. Meetings are conducted by the Board.
- 20) To procure legal, audit and other professional services necessary for the proper administration and oversight of the School, subject to Board approval.
- 21) To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.
- 22) To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.
- 23) For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.
- 24) To conduct field trips as authorized by the Board.
- 25) To conduct graduation and award ceremonies recognizing the achievements of students and staff.
- 26) For the research, development and maintenance of curriculum and innovative, new or modified instruction subject to Board approval.
- 27) For in-service training or staff development for instructional and instructionally related staff conducted by a regional ESC, an outside consultant or a School employee.
- 28) For utilities and the maintenance of telecommunication and computer networks and systems.
- 29) To provide a safe and drug free school environment.
- 30) For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.
- 31) For other purposes determined by the Board of Directors to be in the best interest of the School's students.
- 32) Subject to Board approval, may allow the use of state funds provided for bilingual education to evaluate, place and provide educational and/or other services to make students proficient in the English language, to provide instruction in the primary language, to supplement staff expenses and all that is in the charter instructional plan and budget as approved and amended by the Board.
- 33) Subject to Board approval, may use and allow the use of state funds provided for career and technology education to provide educational services to prepare students for gainful employment.

1.1.3 Authority of the Governing Body of the Charter School

Pursuant to Board policy, the governing body of the charter school has the following powers and duties with respect to the management, operation, and accountability of the charter school.

- 1) Govern under the governing structure described in the school charter.
- 2) Be primarily responsible for implementing the programs authorized by the School's Charter.
- 3) Monitor the performance of the students enrolled in the School.
- 4) Adopt the budget of the charter school compliant Nevada law and any directives from the Department of Education and/or the SPCSA.
- 5) Approve the acquisition of real property or the improvement of real property.
- 6) Approve the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding \$100,000.
- 7) Approve (or disapprove) the annual financial and compliance report.
- 8) Approve (or disapprove) any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school and the School issued by any oversight agency including the Nevada Department of Education or the SPCSA.
- 9) Authorize the obligation and expenditure of funds pursuant to the policies adopted by the Board.
- 10) Authorize the chief executive officer to sign checks or other legal instruments disbursing funds from the charter school's bank accounts.
- 11) Authorize the use of property pursuant to the policies adopted by the Board.
- 12) Authorize the investment of funds pursuant to the policies adopted by the Board.
- 13) Authorize the collection of fees pursuant to the policies adopted by the Board and in accordance with Nevada law and any directives from the Department of Education and/or the SPCSA.
- 14) Authorize the development and implementation of administrative procedures applying the policies adopted by the Board.
- 15) Direct, govern, manage, and otherwise oversee the fiscal management of the charter school: and
- 16) Delegate other powers and duties as permitted by law.

1.1.4 Authority of Charter School Administration

1.1.4.1 Business Manager

- 1) Reports to the CEO/Superintendent
- 2) Processes daily activities in purchasing system including requisitions, P O's, receipts, accounts payable and receivable.
- 3) Maintains federal grants, charter school start up grant.
- 4) Maintains cash flow for Charter School

1.1.4.2 HR/PEIMS Coordinator

- 1) Manage day-to-day operations of Human Resources
- 2) Responsible for processing and maintaining personnel records
- 3) Manages and processes all benefits related to Payroll
- 4) Maintain & process all payroll records including processing all accounts payables for payroll
- 5} Maintain & process all TRS records & all TRS submissions

1.1.5. Authority of Assistant Principal

- 1) Supervising, discipline and monitoring of students
- 2) Implements and enforces administrative rules & regulations
- 3) Maintains an effective and safe school
- 4) Develop long & short term plans for teachers
- 5) Provide instructional leadership in advances teaching & learning practices
- 6) Assists in the care & management of the building and grounds, equipment, books & supplies

1.1.6 Departmental Budget

For purposes of identifying other employees responsible for implementing the various procedures discussed in the Manual, particularly developing and amending the budget and monitoring adherence to the budget as described in Section 3, the following charter school and/or CMO employees are designated as departmental budget employees.

- CEO
- Business Manager
- Assistant Principal

A department is defined as an organizational unit assigned a unique organization code (e.g., 701 for the Superintendent's Office, 101 for the elementary campus) in the charter school's financial accounting records.

1.1.7.1 Designation

For purposes of facilitating the preparation, submission, negotiation, amendment, reporting and closure of each grant awarded to the charter school and to attain economy in administrative costs and consistency in the application of this section and other applicable sections, the CEO may designate an employee in his office as the Grant Manager who is the Business Manager.

1.1.7.2 Purpose

The Business Manager will assist charter school employees in planning, preparing, submitting, amending, reporting and closing grants and will be the primary interface with the Nevada Department of Education, SPCSA and other grantors.

1.1.7.3 Primary Responsibility

The Business Manager will be primarily responsible for the following activities as they pertain to the grants received by the charter school.

- 1) Identifying grant opportunities for which the charter school is eligible to apply on behalf of the charter school.
- 2) Researching grant requirements established in law, rule or contract and communicating these requirements to officers and employees.
- 3) Submitting and amending the official version of each grant application accepted and approved by the grantor.
- 4) Submitting and amending the official expenditure reports and other reports that must be filed for each grant.

- 5) Recording and reconciling appropriations, encumbrances, disbursements, expenditures and other transactions reported on grant budgets and expenditure reports to the supporting financial accounting reports and source records.¹

1.1.7.4 Technical Assistance

In addition to the duties described above, the Business Manager will provide technical assistance and training to all charter school officers and employees on grant related requirements and on the proper use of grant funds to further charter school strategies and activities and the statutory purpose of the grant programs.

1.1.7.5 Other Duties

Taking into consideration the department's other work priorities, the Business Manager may also perform other duties assigned to him/her by the CEO as set forth in the applicable job description.

1.1.8 Misrepresentation of Delegated Authority

Pursuant to Board policy, only the positions identified in this section are authorized to perform the powers and duties enumerated for each position herein. Accordingly, an employee who misrepresents their authority to perform a power or duty may be subject to a disciplinary action up to and including termination of employment. Moreover, it is the responsibility of the individuals charged with the roles identified in this section to immediately address a misrepresentation of delegated authority with the affected party(s) and to appropriately remedy the situation including informing the governing body of the charter school of the misrepresentation, the action(s) taken to address the misrepresentation, and the potential legal consequences of the misrepresentation.

¹ The Board may want to consider identifying a specific report or working paper that the Grant Manager must develop, update and maintain for this purpose.

SECTION 2: FINANCIAL REPORTING

Purpose

The purpose of this section is to identify the financial reporting the CMO is required to provide the Board.

2.1 Reports to the Board

The CEO and Business Manager shall prepare and distribute financial reports at Boards request, to Board members at properly called and noticed meetings of the Board. At a minimum, the CEO shall prepare and distribute the following financial reports during February and August board meetings every year.

- Statement of Activities (Unaudited) (Year to Date)
- Cash Flow Projection (Year to Date)
- Budgetary Comparison Schedule (Year to Date)
- Aging of Accounts Payable by Vendor (Year to Date)

2.2 Annual Compliance and Financial Report

NOTE: Refer to Section 12 of this Manual for additional administrative procedures.

2.2.1 Primary Responsibility

The Business Manager and CEO are primarily responsible for the timely preparation and completion of the annual financial and compliance report (hereafter, the annual audit report) required by the Department of Education and SPCSA.

2.2.2 Timeline for Completion

The CEO and Business Manager and independent auditor will collaborate to develop a timeline for the completion of the annual audit report so that it may be ready for review and approval by the Board during the final regularly scheduled meeting, prior to the filing deadline. At the time and date that the independent auditor's engagement letter is presented to the Board, the Business Manager and independent auditor will provide the Board with the timeline including the date(s) of when the independent auditor will initiate and conclude the planning, field work and reporting phase of the audit.

In the event that the annual audit report cannot be prepared by the date that the notice and agenda for the regularly scheduled meeting is posted, the Business Manager and the independent auditor will report to the Board the reason(s) that the annual audit report was not ready for the Board's review and approval and identify the date by when the annual audit report shall be ready.

2.2.3 Report Content

Consistent with applicable law, the annual audit report will include the following schedules and disclosures.

- Certificate of Board

- Independent auditor's report
 - Statement of Financial Position (Exhibit A-1)
 - Statement of Activities (Exhibit A-2)
 - Statement of Cash Flows (Exhibit A-3)
 - Notes to the financial statements
-
- Report on Compliance and on Internal Control Over Financial Reporting Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards
 - Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133 (if applicable)²
 - Schedule of Findings and Questioned Costs (Exhibit F-1)
 - Corrective Action Plan (Exhibit G-1) (if applicable)
 - Schedule of Expenditure of Federal Awards (Exhibit H-1) (if applicable)⁶
 - Notes to the Schedule of Expenditure of Federal Awards (if applicable)⁶

2.2.4 Report to Include All Operations and Finances

In accordance with Board policy and consistent with applicable law and generally accepted accounting principles, the annual audit report will disclose the financial condition, results of operation, cash flows and other pertinent information for the charter school. Accordingly, the annual audit report will include any required supplementary schedules pertaining to the charter school.

2.3 Grant Expenditure Reports

2.3.1 Primary Responsibility

For purposes of implementing this subsection, the Grant Manager described in Section 1.1.7 will serve as the primary point of contact for charter school officers and employees and grantor representatives.

2.3.2 Grant Accounting Report Defined

A grant accounting report will be defined as a detailed general ledger containing the assets, liabilities, revenues, appropriations (budget), 5.branches (obligations) and expenses for an individual grant.

2.3.3 Review of Grant Accounting Reports

At the end of each calendar month, the Business Manager will generate a grant accounting report for each grant and will review each grant accounting report to ensure that all relevant encumbrances and expenses have been properly recorded and to ensure the completeness of the accounting records. Moreover, the Grant Manager will review each grant accounting report to identify any potentially unallowable costs. After this initial review has been completed, the Grant Manager will prepare and distribute to the CEO the grant accounting reports. Upon receipt of the grant accounting reports, the CEO should review the reports and communicate any discrepancies, errors or concerns to the Grant Manager. The Grant Manager should then adequately address any discrepancies, errors or concerns and communicate the resolution to the applicable departmental budget officer.

2.3.4 Preparation of Expenditure Reports

At the end of each calendar month or as needed, and after distributing the grant accounting reports and receiving feedback concerning grant encumbrances and expenses to date and discrepancies, errors or concerns from the CEO, the Grant Manager will prepare an expenditure report for each grant pursuant to the grantor's expenditure reporting requirements. The Grant Manager will ensure that each expenditure report is properly supported by the applicable grant accounting report. The Grant Manager will then submit the expenditure report to the grantor and appropriately address any concerns or issues including the delayed receipt of grant reimbursements. Lastly, the Grant Manager shall retain a copy of the expenditure reports submitted, the communications to and from the CEO who will then certify the expenditure, and the supporting grant accounting reports used to prepare the expenditure reports.

Refer to Section 4.6 for additional requirements applicable to the submission of periodic expenditure reports.

- a.) The Business Manager will look at expenditures recorded in each grant.
- b.) The amounts will be added up by object code.
- c.) The Business Manager will go to TEASE in TEA and go into the Expenditure Reporting Link.
- d.) The specific grant will be opened up by highlighting the NOGA number.
- e.) The Expenditure Report will show funds approved by object code at the bottom of the page.
- f.) The amount expensed will be filled in by object code in the middle section of the report.
- g.) The expenditure box is cumulative, so the current expenditure is added to the amount in the box. This amount should match the amount on the general ledger for the grant in this object code.
- h.) The expenditures will be added by object code until all expenditures are recorded.
- i.) The total amount showing as expensed on the ER should match the total amount expensed on the general ledger.

j.) The CEO will now certify the funds.

2.3.6 Payroll Adjustments

Consistent with Section 7.16 of this Manual, the Business Manager will reconcile the actual and budgeted payroll costs for each grant funded employee at the end of the grant period for each grant. In the event that a variance is observed, the Business Manager will prepare an adjusting journal entry to charge only the actual payroll cost to the grant.

2.3.7 Preparation of Final Expenditure Reports

At the end of the grant period for each grant, the Business Manager will follow the process outlined in Sections 2.3.3, 2.3.4 and 2.3.5 of this Manual to prepare the final expenditure report. The Business Manager is responsible for submitting the final expenditure report on or before the date required by the grantor. In the event that the final expenditure report initially filed with the grantor is erroneous, the Business Manager must file a revised final expenditure report within the time frame prescribed by the grantor.

2.3.8 Refund of Excess Draw Down

In the event that an amount was drawn down for a grant in excess of the actual costs reported in the final expenditure report, the Business Manager must prepare a Request for Refund identifying the grantor agency, grant, refund amount and the reason that the grant was overdrawn. The Business Manager must then route the Request for Refund to the responsible departmental budget officer, and CEO.

2.3.9 Disposition of Property

If grant funds were used to acquire personal or real property, an inventory schedule should be maintained on where the property is located. If the grant is being discontinued or terminated, the Business Manager must prepare a formal correspondence to the grantor agency requesting instructions for the disposal of the property. The letter and inventory schedule should be routed to the responsible departmental head. Once the letter and inventory schedule has been submitted, the Business Manager must address any inquiries and requests from the grantor agency in a timely manner. As necessary and appropriate, the Business Manager should seek further guidance and direction from the CEO. To avoid any potential compliance issues with respect to prohibitions of using grant funded equipment for an unauthorized purpose or of maintaining property idle, the Business Manager must seek a timely resolution of any outstanding property issues with the grantor agency. Once disposition instructions have been received, the Business Manager must forward a copy of the grantor agency's correspondence to the CEO. If the disposition instructions have been approved, the Business Manager should follow the grantor agency's directives and dispose of the property pursuant to the instructions provided. The Business Manager is responsible for documenting the proper disposal of all grant funded property.

Refer to Section 10 for further guidance on procedures pertaining to the accounting and inventory of property.

2.3.10 Retention of Grant File

After the final expenditure and other reports have been submitted, the Business Manager should create and maintain a grant file consisting of the following documentation as applicable.

- 1) Original grant application approved by the grantor.
- 1) Amendments to the original grant application approved by the grantor.
- 2) Formal (e.g., letters) and informal (e.g., emails) communications to and from the grantor.
- 3) Expenditure reports and final expenditure report including any revised reports.
- 4) Grant accounting reports and any associated working papers created.
- 5) Communications between the Business Manager and the departmental budget officers.
- 6) Evaluations and other reports filed with the grantor.
- 7) Formal correspondence concerning the disposal of grant funded property.
- 8) Formal correspondence concerning the refund of an excess draw down.
- 9) Any documentation needed to verify compliance of the grant.

Each grant file should be clearly marked with a notation indicating the date the file was created, the contents of the file and the date the file should be disposed pursuant to local record disposal policy and procedures adopted pursuant to state record retention laws.

SECTION 3: BUDGETING

Purpose

The purpose of this section is to identify the administrative process for developing and maintaining the charter school's budget.

Applicability

This section applies to the budget associated with the receipt and expenditure of public funds for the purpose of operating the charter school. This section does not apply to the budget pertaining to the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.3

3.1 Significance of Budget

Consistent with applicable law, the budget represents the Board's delegation of authority to its officers to receive and expend public funds for the implementation of the charter. Consequently, the CMO's and charter school's officers may not initiate or conclude any business arrangement or transaction without having first received an approved budget or an approved amendment to the budget from the Board.

3.2 Limitation of Budget Authority

Notwithstanding Section 3.1 above, although the Board may have approved a budget item in the original budget or in an amendment to the budget, the charter school's officers may not initiate or conclude any business arrangement or transaction without having first received approval from the Board pursuant to Board policy as implemented in these and other administrative procedures. The budget authority granted by the Board is a general spending authority but does not preclude charter school officers from obtaining approval for specific business arrangements (e.g., contract for the renovation of facilities) or transactions (e.g., purchase of classroom furniture exceeding dollar threshold for Board approval).

3.3 Overview of the Budget Process

Although the charter school may use the prior year budget and actual expenditures for the recently concluded fiscal year as a starting point for developing the budget for the upcoming fiscal year, the budget will be developed in conjunction with the development of the charter school's instructional plan(s). As discussed below, once the instructional plan's goals, strategies and activities have been developed, the charter school's officers may then allocate financial and other resources to support the implementation of the instructional plan.

3.4 Primary Responsibility

The CEO and Business Manager are primarily responsible for the timely preparation and completion of the budget. This includes the completion of the following activities.

- 1) Preparing a timeline for the completion of the budget. The timeline shall be referred to as the budget development calendar.

- 2) Updating the budget guidelines and preparation materials to be used for the current budget development cycle.
- 3) Distributing the budget guidelines and preparation materials to the CEO, Assistant Superintendent for Curriculum and Instruction, Principal(s), and Assistant Principal(s) for their review and comment.
- 4) Preparing or causing to prepare a budget for each department assigned an organization code.
- 5) CEO provides leadership, guidance and direction to the Business Manager during the development of the budget and amendments to the budget.
- 6) Assembling and drafting the final budget and budget amendments for consideration by the CEO and the Board.
- 7) Upon approval by the Board, recording or causing to record the various budget line items in the charter school's financial accounting records (i.e., detailed general ledger).

3.5 Budget Development Calendar

In general, the charter school will follow the following timeline to prepare the budget for an upcoming school year.

Month	Budget Development Activity
January	Review and adjustment of regular Charter Instructional Plan ("CIP") . Review of staffing pattern and current salary/wage schedule. Review of facility, technology and other non-academic charter school needs. Prepare enrollment projections. Update budget guidelines and preparation materials.
February	Distribute budget guidelines and preparation materials to departmental heads for review and comment. Train all charter school staff with budget preparation and amendment responsibilities.
March	Prepare the upcoming school year staffing pattern and salary/wage schedule. Prepare departmental budgets including capital outlays. Submit departmental budgets to CEO. Review of budgets by CEO for compliance with budget guidelines and other fiscal procedures described in the Manual.
April	Submission of initial budget including capital outlays, staffing pattern and salary/wage schedule to CEO for review. Budget work shop with Board. Budget review with charter school administrative staff.

Month	Budget Development Activity
May	Complete estimates of revenues and fund balance. Review of student assessment results and identification of intervention strategies and activities. Review and adjustment of CIP intervention strategies and activities. Budget work session with CEO and Board.
June	Adoption of budget, staffing pattern and salary/wage schedule by Board.
July	Recording of budget in financial accounting records. Filing of budget communications (email, memorandums), guidelines and preparation materials.

The timeline described above is a general outline of when various tasks should be started and completed. However, the Business Manager is responsible for preparing a formal calendar of exact dates for the timely preparation of the charter school's budget.

3.6 Alignment to Charter Instructional Plan

Consistent with applicable Federal and state law and rule, the development of the charter school's budget begins with the comprehensive identification of needs for academic, facility, technology and other areas. Once identified and prioritized, the charter school's needs transitions into the update of the CIP's regular program as described in the application for an open-enrollment charter and the development of intervention strategies and activities designed to address specific student performance issues. This process includes the setting of goals for the entire charter district and individual campuses. Once the goals, strategies and activities have been established, each departmental head may begin to allocate financial and other resources to support each goal, strategy and activity. The allocation of financial resources represents the typical preparation phase of the budgeting process. However, THIS STEP IN THE PROCESS CANNOT OCCUR IN EARNEST UNTIL THE CIP HAS BEEN ESTABLISHED.

To facilitate the allocation of financial and other resources to the CIP and the subsequent expenditure of the budgeted resources, each goal, strategy and activity will be uniquely numbered in a tiered manner. For instance, the goal of attaining an accountability rating of exemplary will be numbered 1. Correspondingly, the related strategy of addressing a decline in student performance in Mathematics will be numbered 1.1. Finally, the activity of training Math teachers on implementing targeted interventions to improve student learning will be numbered 1.1.1. This numbering sequence will be used to align the budget to the CIP and to subsequent disbursements to vendors and staff.

3.8 Preparing the Budget

3.8.1 Fiscal Note Defined

For purposes of preparing the charter school's budget, a fiscal note will be defined as a statement discussing a modification to the CIP or the identification of a need (e.g., increase in classrooms, addition of a computer lab, employment of another special education teacher) that will require an increase in budgeted financial resources. The fiscal note will include a narrative statement and a schedule or table itemizing the additional financial resources that will be needed.

3.8.2 Review of Charter Instructional Plan

Each departmental head will review his part of the CIP to identify changes to the regular instructional program. Each departmental head will be responsible for noting any modifications and preparing a fiscal note for inclusion with the departmental budget worksheet. Changes that result in the termination of a goal, strategy or activity do not require a fiscal note. This type of modification may be identified by simply marking through the CIP and tabulating the cost savings by budget line item.

In addition to changes to the regular instructional program and upon receipt of the most recent student assessment results, the CEO and each departmental head with academic functions will identify changes to the CIP for the inclusion or modification of intervention strategies and activities. The CEO and each departmental head will be responsible for noting any modifications and preparing a fiscal note for inclusion with the departmental budget worksheet.

3.8.3 Review of Staffing Pattern and Salary/Wage Schedule

The CEO will request that each departmental head review the charter school's staffing pattern and note any changes to position numbers, position titles, and salary/wage groups. For instance, the addition of new grades will likely necessitate the employment of additional teachers and education aides. Each departmental head is responsible for informing the CEO of any necessary changes.

The Business Manager will then review the salary/wage schedule and update or modify the salary/wage schedule to account for changes in salary and wage ranges and groupings. As appropriate and necessary, the CFO may consult with the departmental heads concerning necessary changes to the salary/wage schedule.

After the staffing pattern and salary/wage schedule have been updated, the CEO and Business Manager will present both items to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. After the Board has approved them, the Business Manager will carry any modifications to the charter school's staffing pattern and salary/wage schedule to the budget worksheets that will be used to prepare the budget.

3.8.3.1 Payment in Excess of Bonafide Compensation

In preparing the salary/wage schedule, the CEO must conduct or cause to have conducted an analysis of the compensation paid to charter school staff to determine if any employee is paid compensated in excess of the fair market value of the services provided. In making this determination, the CEO or the Business Manager should base the fair market value of the services rendered on the following factors.

- 1) Education.
- 2) Experience.
- 3) Prior salary history.
- 4) Job duties actually performed.
- 5) What a typical person with similar skills, experience, and job duties would earn.

3.8.3.2 Analysis by Consultant

Subject to Board and CEO review and approval, the Business Manager should consult legal counsel and may contract with an appropriately qualified consultant to conduct the compensation analysis described in Section 3.8.3.1 above.

3.8.3.3 IRS Private Inurement and Excess Benefit Transactions.

Under IRS rules and guidelines, the payment of unreasonable or excessive compensation can possibly result in the revocation of the 501(c)(3) tax-exempt status of an entity and/or the imposition of significant penalties against both the individual receiving excessive compensation and the Board members who knowingly approved of excessive compensation. Whether any given individual's compensation is fair and reasonable requires a case-by-case determination, but can be supported by gathering and comparing compensation data for similarly situated persons (also called comparability data). The IRS rules and guidelines provide that an individual's compensation is presumptively reasonable if the Board has taken the following steps:

- The Board obtained and relied upon appropriate comparability data in making its determination;
- The total compensation package was approved in advance by the Board, and no individuals who had an actual or potential conflict of interest with respect to the compensation arrangement participated in deliberations; and
- The Board adequately and contemporaneously documented the basis for its determination.

When reviewing compensation of key-personnel (e.g., CEO, etc.), the CEO will ensure that the above steps are satisfied and that reliable comparability data is received and utilized and that any Board member or employee with an actual or potential conflict of interest is advised that they should refrain from participating in the process or deliberations. The CEO should consult with legal counsel and/or a qualified consultant under Section 3.8.3.2.

3.8.4 Review of Facilities, Technology and Other Needs

The CEO will request that each departmental head review any renovations and repairs to existing facilities and/or the addition of portable buildings to the existing facilities. Additionally, the CEO will consider the addition of a new campus to the charter school. Such changes may require the leasing or purchase of land and buildings or the purchase. This may require that the charter school bonds or obtain a mortgage loan or other debt instrument. With the assistance of the Business Manager, the CEO is responsible for preparing a fiscal note for each facility need identified.

Similarly, the CEO will request that each departmental head any technology or other needs that may require the expenditure of public funds for items with a cost exceeding the charter school's capitalization policy. Each departmental head will be responsible for noting any significant modifications and preparing a fiscal note for inclusion with the departmental budget worksheet.

3.8.5 Estimate of Student Enrollment and Attendance

The CEO, and the HR/PEIMS Coordinator, will prepare an estimate of student enrollment and attendance for the upcoming school year based on the following information.

- A review of the charter school's enrollment and attendance data for the current school year.³
- The addition of grade levels, new campuses and/or additional facilities (e.g., portable buildings) of sites to existing campuses.
- The expansion of the charter school's geographic boundary.
- A review of the list of students waiting to enroll at the charter school.
- The opening of new subdivisions, apartment complexes or other housing opportunities within the charter school's geographic boundary.
- Observations and expectations by charter school management and key staff about anticipated increases in student enrollment and attendance for the upcoming school year.

3.8.7 Budget Guidelines and Worksheets

The Business Manager will update the prior year budget guidelines and preparation materials. The budget worksheets will include the estimate of state aid previously calculated.

3.9 Formal Adoption

In accordance with Board policy, the CEO is required to formally present the final budget to the Board for its review and approval in the regularly scheduled meeting in June prior to the start of the new school year. To avoid a last minute and hasty deliberation and adoption of the budget and to ensure that the Board appropriately performs its fiduciary responsibilities, the CEO and Business Manager are required to present a draft of the budget to the Board for its deliberation during its regularly scheduled meeting in May prior to the start of the new school year. Both the draft and final budget must include all revenues and expenses and must be prepared in a manner consistent with the account code structure used by the charter school. The minutes to the meetings of the Board will be used to record the adoption of the budget. The minutes must include a description of the action taken by the Board and a copy of the budget adopted.

3.10 Budget Amendments

In accordance with Board policy and with the exception of grant funds, the Business Manager is allowed to transfer funds within their budget during the fiscal year. To request a budget transfer, the Business Manager must prepare a signed memorandum stating the business related reason for the transfer and identifying the corresponding adjustments to the CIP. The memorandum must be forwarded to the CEO. Budget amendments for grant funds must be requested pursuant to the fiscal procedures for grants discussed in the Manual.

Budget amendments will not be accepted after the conclusion of the last six-weeks reporting period.

³ Special attention should be given to any unusual or uncharacteristic increases or decreases (trends) in student enrollment and attendance as the current school year progresses. An upward or downward trend that is not characteristic of the student population based upon historical data should be investigated and explained to avoid making a grossly inaccurate projection in student enrollment and attendance.

SECTION 4: CASH MANAGEMENT

Purpose

The purpose of this section is to identify the administrative process for monitoring the charter school's cash flow.

Applicability

This section applies to the local and public funds received by the charter school for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.4

4.1 Importance of Cash Management

It is in the Board's ability to maintain a positive cash flow that will help decide the financial success of its charter school. The charter school's failure to reasonably forecast enrollment and the corresponding funds received from the state of Nevada and to adequately monitor the actual receipt and use of public and other funds may result in the inability to sufficiently staff, equip and supply the charter school. Generally, an insufficiently staffed, equipped and supplied charter school will not be able to properly implement its charter instructional program. This same result, over time, may cause the eventual closure of the charter school if it is not able to meet the accountability expectations of the Federal and state governments and of its financial obligations to its personnel, vendors, creditors and other business partners.

4.2 Overview of the Cash Management Process

4.2.1 Bank Account Maintenance

In accordance with Board policy, the charter school maintains a bank account in the state of Nevada (operations account) for the receipt and disbursement of public funds and a bank account for payroll only. Moreover, in accordance with Board policy, the operations bank account will not be used to receive and disburse local and other funds pertaining to non-charter business functions and activities. The payroll account will disburse all funds associated with Payroll.

4.2.2 Cash Flow Defined

Cash flow is defined as the movement of cash into and out of the charter school's bank account. Any cash deposited into the charter school's bank account is a cash inflow. This includes but is not necessarily limited to receipts from the following sources of funding.

- Foundation School Program
- Formula and discretionary grants
- Breakfast and lunch program
- Proceeds from the disposal of public property
- Proceeds from the sale or maturity of investments
- Proceeds from debt instruments such as promissory notes, mortgage loans and bonds
- Fundraising
- Interest from investments

Any cash disbursed or withdrawn from the charter school's bank account is considered a cash outflow. This includes but is not necessarily limited to disbursements or withdrawals for the following purposes.

- Salaries and wages paid to charter school employees(funds are transferred to the Payroll account)
- Payments to vendors and service providers for goods purchased and services received
- Payments to regulatory agencies not including the Internal Revenue Service and the Public Employee Retirement System of Nevada ("PERS")
- Purchase of land, buildings, furniture, equipment and other property
- Investment of available funds into approved and statutorily authorized investments
- Payments to lenders for debt and interest
- Payments to lessors for the use of charter school facilities and other equipment

The Payroll bank account disburses employee wages as well as all benefits and regulatory agencies including the IRS and PERS..

4.2.3 Cash Flow Objective

Through Board policy and the administrative procedures described in the Manual, the charter school endeavors to manage the inflow and outflow of cash so that it has sufficient cash for normal operations and to adequately address sudden and unexpected events. To this end, the charter school will work to achieve positive cash flow and avoid negative cash flow.⁴

4.3 Primary Responsibility

The Business Manager is primarily responsible for the management of the charter school's cash flow. This includes the completion of the following activities.

- 1) Preparing a projection of the charter school's cash inflows and outflows based upon an estimate of its student enrollment and attendance and the budget adopted by the Board.
- 2) Updating the cash flow projection at the conclusion of each calendar month to include the actual cash inflows and outflows based upon the charter school's actual cash receipts and disbursements.
- 3) Reviewing the cash flow projection with the CEO and the Board.
- 4) Proposing a plan of action to address an actual or anticipated negative cash flow.

4.4 Cash Flow Projection

4.4.1 Distribution to Board and Staff

In accordance with Board policy, the CEO will distribute the cash flow projection to the Board at its first regularly scheduled meeting of the fiscal year. The Board will then receive an updated cash flow projection each calendar month. Similarly, the Business Manager will distribute the cash flow projection to the CEO and to each departmental budget officer.

⁴ Positive cash flow means that the charter school's cash inflow exceeds its cash outflow. Conversely, negative cash flow means that the charter school's cash outflow exceeds its cash inflow.

4.4.2 Initial Preparation

Using the CIP and the budget adopted by the Board, the Business Manager will prepare the cash flow projection by allocating costs either proportionally or in accordance with planned uses. For instance, payroll costs may be reasonably allocated on a pro rata basis to each calendar month. In contrast, capital outlays may be allocated based upon the planned use of public funds to purchase computers and related peripherals that will be installed in a renovated classroom that will serve as a computer lab starting in September.

4.4.3 Subsequent Updates

At the conclusion of each calendar month, the Business Manager will update the cash flow projection by replacing projected cash receipts and disbursements with actual cash receipts and disbursements. Additionally, the Business Manager will review the any modifications to the CIP and adjust the cash inflows and outflows to account for changes in student enrollment and attendance and for the deferral, discontinuation, or addition of instructional and other strategies and activities.

4.4.4 Explanation of Variances

The Business Manager will compare each updated cash flow projection with the original and subsequent updates to identify significant variances and will prepare a written statement discussing the reason for the variance. The Business Manager will forward the explanation(s) to the CEO.

4.5 Board Review of Cash Flow Projection

In accordance with **Board policy**, the Business Manager will present the cash flow projection and the explanation of each significant variance to the Board at each regularly scheduled meeting of the Board after the start of the fiscal year.

4.6 Cash Management for Federal Grants

In general, the CFO must request or cause the Grant Manager to request Federal grant funds from a grantor agency in such a manner as to minimize the time elapsing between the receipt of the funds requested and the actual disbursement of the grant funds to the employee, vendor or other payee.

4.6.1 Request for Reimbursement

In general, to the degree that local or state funds are available to support the activities of grant programs, the CFO should request reimbursements from grant funds. However, the CFO must adhere to the requirement in Section 4.6.2.

4.6.2 Monthly Filings

To avoid burdening the charter school's local and state funded programs with costs pertaining to federally funded programs, the CEO will ensure that the Grant Manager submits expenditure reports to the grantor agency at least monthly.⁵ The CFO should ensure that grant activities are

⁵ The monthly submission of expenditure reports has the added benefit of demonstrating to the grantor agency that the charter school is implementing grant activities and incurring related costs (i.e., expending the Federal award) in accordance with the approved grant application and related plan.

supported with grant funds and that the use of local or state funds for grant activities is minimized to a reasonably appropriate period of time not to exceed 30 calendar days.

4.6.3 Timing of Request

Recognizing that the Nevada State Administrative Manual , United States Treasury or other authorized government treasury may take up to seven business days to deposit requested grant funds into the charter school's bank account, the CEO must ensure that the Grant Manager submits expenditure reports at least six days prior to the disbursement of grant funds.

4.6.4 Three Day Rule

Consistent with applicable Federal regulations and grantor agency guidelines and in the event that supporting grant activities with local or state funds creates a burden for local and state funded programs, the CEO will ensure or require the Grant Manager to ensure that the charter school submits expenditure reports and that the charter school does not have cash from Federal awards in excess of three days' cash needs.

4.6.5 Cash Management Monitoring

To ensure that the charter school complies with applicable Federal regulations, the Business Manager will prepare a monthly report listing the daily cash balance for each Federal grant. The Business Manager will investigate any possible violations of the Federal rules and provide the monthly report and explanation of possible violations to the CEO for review. Additionally, the CEO must provide a corrective action plan describing the measure(s) that will be taken to avoid any actual violations.

4.7 Bank Accounts

4.7.1 Operating Account

Consistent with Board policy, the CEO will deposit or cause to have deposited all local, state and Federal funds into a single Nevada bank account. Additionally, the CEO will disburse all local, state and Federal funds from the same bank account. The bank account created and maintained for these purposes will be commonly referred to as the Operating Account.

4.7.2 Payroll Account

Consistent with Board policy, the CEO may recommend the Board that it authorize the establishment and maintenance of a secondary bank account for the purpose of disbursing wages, salaries and other compensation as well as any authorized deductions or other adjustments to gross earnings such as disbursements to the United States Treasury for Federal income tax withholdings. The payroll and payroll related disbursements from this secondary bank account will be funded through electronic fund transfers from the Operating Account. The bank account created and maintained for these purposes will be commonly referred to as the Payroll Account.

4.7.3 Account Signatories

In accordance with Board policy, the Board only authorizes the individual employed as the CEO as the signatory for Operating Account and Payroll Account. The Board's authorization must take the form of a resolution adopted by the Board during a meeting conducted pursuant to Board policy.

4.7.4 Petty Cash

As authorized in Board policy, the Business Manager may create and maintain petty cash accounts for the purpose of purchasing goods and/or services of nominal value (i.e., \$100 or less). The Business Manager will allow the maintenance of one petty cash account per campus and at the central office.

4.7.5 Other Methods for Disbursements

As stipulated in Board policy, the charter school may only disburse local, state and Federal funds from the Operating Account and the Payroll Account. Additionally, the charter school may use charge or credit accounts to procure goods and/or services and consequently obligate local, state and Federal funds. The CEO, Business Manager and other charter school personnel are prohibited from using any other method for disbursing public funds including debit cards and gift cards.

4.7.7 Accounting Records

As stipulated in Board policy, the CEO has purchased a financial management system, Skyward that conforms to the requirements of the Nevada Education Agency and other oversight and regulatory entities. In the financial management system, the Business Manager will record a unique record for each deposit and each disbursement of local, state and Federal funds from any bank account, petty cash account, charge account, credit account, investment account or other authorized account into which and from which local, state and Federal funds are made.

SECTION 5: GENERAL ACCOUNTING

Purpose

The purpose of this section is to identify the administrative process for the general accounting function of the charter school.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual 5.6 - 5.7, 5.10 - 5.11

5.1 Allowable and Prohibited Uses of Public Funds

Although not all-inclusive, the following costs qualify as an allowable use of public funds.

- 1) Teacher and superintendent salaries.
- 2) Interest on money borrowed for short-term loans to pay teacher and superintendent salaries.
- 3) Purchase of appliances and supplies.
- 4) Payment of insurance premiums.
- 5) Paying janitors and other employees
- 6) Buying school sites
- 7) Buying, building, repairing, and renting school buildings, including acquiring school buildings and sites by leasing through annual payments with an ultimate option to purchase
- 8) For other purposes necessary in the conduct of the charter school as determined by the Board of Directors and provided that the use of public funds benefits the students of the charter school.

Although not all-inclusive, the following costs do NOT qualify as allowable use of public funds.

- 1) Alcoholic beverages.
- 2) Entertainment including music venues, parties, sporting events, etc.
- 3) Gifts including bonuses that are not part of a Board approved performance incentive program, door prizes, flowers, gift baskets, gift cards, etc.

- 4) Goods or services for personal use or benefit.
- 5) Personal loans to the Board, officers, employees and their spouses or relatives.
- 6) Salary or wage advances.
- 7) Souvenirs.
- 8) Tips or gratuities.

5.2 Bank Reconciliations

The Business Manager will reconcile the statements as received for the charter school's bank accounts to its financial accounting records.

- 1) Within 10 business days after having received the bank statements, print a general ledger for each bank account. In the event that the bank statements are not received within 10 business days after the end of the bank statement period, contact the bank and obtain a bank statement.
- 2) Obtain a copy of last month's bank reconciliation and note any outstanding items that have were posted to the bank statement and the general ledger.
- 3) Prepare a bank reconciliation worksheet to document the reconciliation of the bank statement(s) to the general ledger(s).
- 4) For each bank account, record the balance reported on the bank statement and the balance recorded on the general ledger on the bank reconciliation worksheet.
- 5) On the bank reconciliation worksheet(s) for the current month, record any outstanding items from last month's bank reconciliation that were not posted to the bank statement or the general ledger.
- 6) For each bank account, compare each deposit and withdrawal listed on each bank statement to the applicable general ledger and record each outstanding item on the bank reconciliation worksheet.
- 7) After posting all outstanding items, investigate any continuing difference between the adjusted bank balance and the adjusted general ledger balance and make any other necessary adjustments.
- 8) After agreeing the bank balance to the general ledger balance, organize the bank reconciliation worksheet(s), bank statements and general ledgers into individual files for each bank account.
- 9) Initial and date each bank reconciliation worksheet.
- 10) Forward the work to the CEO
- 11) The CEO will review each bank reconciliation worksheet, bank statement and general ledger to ensure that the bank balance was reconciled to the general ledger balance, that all outstanding items were identified and that any difference was resolved.

5.3 Cash Collection Procedures – General

The CEO or campus principal will designate an employee to receive cash and checks from employees, parents, students or other individuals. Upon receipt of cash or a check(s), the designated employee will follow the procedure outlined below.

- 1) All cash and check collections must be recorded by the designated employee in an authorized receipt book.
- 2) If the designated employee receives cash, the employee must immediately count the cash received and prepare a receipt as indicated below at step 4.
- 3) If the designated employee receives a check(s), the employee must immediately endorse the check with the authorized endorsement/deposit only stamp and prepare a receipt as indicated below at step 4.

Note: Checks from individuals must include the payer's name, address, telephone number and state-issued identification number (e.g., Nevada driver's license number). If this information is not included and is not provided by the payer, the check cannot be accepted and must be returned.

- 4) Using the authorized receipt book containing consecutively pre-numbered receipts, the designated employee will prepare a receipt containing the following information. The receipt must be prepared using blue ink. Only one receipt may be issued to each individual and/or organization providing cash and/or check(s).
 - a. Date the cash and/or check(s) was received.
 - b. Name of individual providing the cash and/or check(s).
 - c. The amount provided in cash and/or check(s). The check number should be listed on the receipt
 - d. The purpose for which the cash and/or check was received.
 - e. The student activity account code or other account code pertaining to the purpose identified above.
 - f. The mode of payment (e.g., cash or check) and the amount received for each mode of payment.
 - g. The name of the employee writing the receipt.
 - h. The signature of the employee. Note: Signature stamps are prohibited.
- 5) Upon completion of the receipt, the designated employee must provide the following copies as indicated below.
 - An original (white) copy to the person providing the cash and/or check(s).
 - A posting copy (canary) to be attached to the deposit slip routed to the business office.

- A permanent copy (pink) retained in the receipt book.
- 6) In the event that an error is made on a cash receipt (e.g., the wrong amount is recorded as cash received), the erroneous receipt must be voided, including any duplicate copies. After voiding the erroneous receipt, the employee must then issue a new, correct receipt. Both the employee and the payer (if available) must sign the voided receipt. The employee must attach the original voided receipt to the corrected receipt (i.e., posting copy) and the applicable deposit slip.
 - 7) At the end of each business day, the employee must complete a deposit slip for all the cash and checks received. The deposit slip and funds will be given to the Business Manager to deposit into the operating account at Wells Fargo Bank.
 - 8) After depositing the cash and checks into the charter school's bank account, the Business Manager must attach all of the receipts, including any voided receipts, to the deposit slip received from the bank indicating the date, time and amount of the deposit.

5.4 Chart of Accounts

As established in Module 11 to the FASRG, the charter school will use an account code structure consisting of the following components.

XXX Net Asset Code	XX Function Code	XXXX Object Code	XX Local Option Code	XXX Organization Code	X Fiscal Year Code	XX Program Intent Code	X Local Option Code 2	XX Local Option Code 3
199	11	5749		001				
211	12	5812	00	002	7	11	00	000
224	21	5819	00	003	8	21	00	000
255	23	5859	00	701	9	22	00	000
258	24	5929	00	702	0	23	00	000
263	31	6100	00	750	1	24	00	000
410	32	6200	00	900	2	25	00	000
420	33	6300	00		3	30	00	000
	41	6400	00		4	31	00	000
	51	6500			5	99		000
	52	6600						000
	53	6700						
	71	6800						
	81							

Note: X = digit in account code structure

5.4.1 FASRG Module 11 Codes

Unless indicated to the contrary in the Manual, charter school employees must refer to and use the account codes identified in FASRG Module 11 as described therein. The account codes listed below are not intended to supersede the requirements stipulated in FASRG Module 11. Instead,

the account codes listed below are intended to account for charter school funds and property in greater detail to facilitate management decision making and oversight.

5.4.2 Net Asset Code

This is a required three digit code identifying the net asset group and specific net asset class. Consistent with FASRG Module 11 and GAAP, the charter school will maintain financial accounting records for the following net asset groups.

- Unrestricted net assets. This group generally represents local funds that do not have a donor imposed restriction on how the funds may be used. For instance, funds received from local fund raising activities will be recorded in this group.
- Temporarily restricted net assets. This group generally represents local, state and Federal funds that have a temporary restriction such as, the requirements pertaining to state and Federal grants, or donor imposed restrictions.
- Permanently restricted net assets. This group generally represents local funds and/or property received from a donor and restricting the charter school to only using the income derived from the donation.

5.4.2.1 Net Asset Codes Allowed

Net Asset Code	Local Option Code 1	Net Asset Code Title
		Unrestricted Net Assets
		Food Service
		Development and Fundraising – General
		Development and Fundraising – Annual Golf Tournament
199	n.a.	Unrestricted Net Assets Class
		Temporarily Restricted Net Assets
420	00	Foundation School Program – General
420	23	Foundation School Program – Special Education Block Grant (includes Mainstream)
420	22	Foundation School Program – Career and Technology Grant
420	20	Foundation School Program – Gifted and Talented Grant
420	30	Foundation School Program – State Compensatory Education
420	05	Foundation School Program – Bilingual Education Grant

Net Asset Code	Local Option Code 1	Net Asset Code Title
211	00	ESEA Title I, Part A
211	01	ESEA Title I School Improvement

5.4.3 Function Code

This is a required two digit code applied to expenses that identify the general purpose of a transaction.

5.4.4 Object Code

This is a required four digit code applied to expenses that identify the type of account (e.g., expense) and nature (e.g., payroll) of a transaction.

5.4.4.1 Object Codes Allowed

Object Code	Local Option Code 2	Object Code Title
		Revenues
5742	0	Earnings from Temporary Deposits and Investments – General
5742	1	Earnings from Temporary Deposits and Investments – Commercial Paper
5749	0	Other Revenues from Local Sources – General Fund Raising
5749	5	Other Revenues from Local Sources
		Expenses
6117	n.a.	Extra Duty – Teachers
6118	n.a.	Stipends – Teachers

5.4.5 Organization Code

This is a required three digit code identifying the organizational unit (e.g., central office, high school). However, the organization code does not necessarily correspond to an activity and not a physical location.

5.4.6 Fiscal Year Code

This is a required one digit code that identifies the fiscal year of a transaction or the project year of inception for a grant.

5.4.7 Program Intent Code

This is a required two digit code used to identify the intent of a program provided to students.

5.4.8 Local Option Codes

These are optional two, one and two digit codes used to account in further detail certain activities and transactions to facilitate management reporting and decision making. Local option codes used by the charter school are noted in the tables above.

5.5 Corporate Charge/Credit Accounts

The use of corporate charge accounts and corporate credit accounts will be governed by Board policy and this section.

5.5.1 Board Authorization

In accordance with Board policy and as discussed in Section 4.7.5, the CEO is authorized to receive and use a corporate credit account for the purpose of procuring goods and/or services with a cost not exceeding \$49,999 or for travel related activities. Additionally, the CEO may authorize certain charter school employees to receive and use a corporate credit account for the purpose of procuring goods and/or services of less than \$500 or for travel related activities. Accordingly, the CEO has authorized each Assist Principal to receive and use a corporate credit account.

5.5.2.2 Appropriate Use of Charge/Credit Authority.

The employee must agree to limit the use of this authority to the purchase of goods and/or services pertaining to charter school activities and functions. Moreover, the employee will agree not to use this authority to purchase goods and/or services of a personal nature.

- a.) Employee will create a request for purchase including the vendor and amount of purchase.
- b.) Employee will notify Business Manager the card is being checked out. Business Manager will note in Skyward the date and who is checking card out.
- c.) Employee will make purchase.
- d.) Employee will turn in request, receipt for purchase, packing list if any to the Business Manager.
- e.) Business Manager will note return of card in Skyward and enter a requisition into the system.
- f.) CEO will approve the requisition
- g.) Business Manager will process PO into an invoice and verify the charge on web and enter as a credit card purchase.

5.5.3 Monitoring of Accounts

The Business Manager will monitor all corporate credit accounts to identify any unusual or inappropriate use of the accounts. Upon identifying unusual or potentially inappropriate use of an account, the Business Manager will investigate the employee's use of the account and determine if the employee's use of the account violates Board policy and the procedures contained in the Manual.

5.5.4 Revocation of Corporate Account

If an employee is found to have misused their assigned account, the Business Manager may recommend to the CEO that the employee's account be terminated. Upon approval by the CEO, the Business Manager may then terminate the employee's account and direct the employee to return the account card and submit any required expense reimbursement vouchers and original, itemized third-party receipts. Upon termination of the account, the employee will be financially responsible for any unauthorized and inappropriate expenses charged to the account and will only be reimbursed for legitimate business expenses.

5.6 Debit Cards Prohibited

In accordance with Board policy, the charter school shall not use debit cards to disburse funds and conduct business transactions. Charter school employees are not authorized to use debit cards to procure any good or service.

5.9 Expense Reimbursements – General

Pursuant to Board policy, charter school employees may not obligate or expend local, state and/or Federal funds except as provided in Sections 4.7, 5.5, and 5.15. Accordingly, charter school employees may not be reimbursed for expenses incurred from personal funds unless previously authorized in writing by the CEO for requests for reimbursement exceeding \$100. Requests for reimbursement of less than \$100 may be approved by the Business Manager.

5.10 Expense Reimbursements – Travel

The Board established policies for travel and travel related costs in order to: (1) comply with the IRS Code of Regulations; (2) comply with state and Federal law; and (3) establish a standard set of guidelines for all employees. In general, it is the policy of the charter school to reimburse employees for all reasonable and necessary business travel expenses incurred while conducting charter school business provided that the employee's travel expenses are within the established guidelines and are properly documented. However, departmental budget officers have the discretion to limit travel reimbursements in order to meet budgetary restrictions.

5.10.3 Definitions Applicable to this Subsection

5.10.3.1 Local Travel Defined

In accordance with Board policy, local travel is considered to be any travel that occurs within a 50-mile radius not including an employee's commute to work from their permanent or temporary residence. As stipulated in Board policy, the charter school will not reimburse an employee for any costs associated with local travel or for their daily commute to and from their permanent or temporary residence.

5.10.3.2 Out-of-District Travel Defined

Out-of-District Travel is defined as any travel that occurs outside a 50-mile radius not including an employee's commute to work from their permanent or temporary residence.

5.10.3.3 Day Trips Defined

Day trips are defined as those trips where an overnight stay is not required. The procedure for day trips is the same as those for overnight trips with the following exceptions.

- 1) No per diem is allowed.
- 2) No travel advances will be approved for day trips.

5.10.3.4 Overnight Trips Defined

Overnight trips are defined as any travel requiring an overnight stay and that occurs outside a 50-mile radius not including an employee's commute to work from their permanent or temporary residence. An employee may request to be reimbursed for expenses pertaining to out-of-district travel that required an overnight stay if the employee follows the process described in this subsection.

5.10.4. Required Business Purpose and Cost Effectiveness

An employee traveling on charter school business related matters on behalf of the charter school is responsible for ensuring that the travel pertains to the efficient and effective operation of the charter school and will benefit the students of the charter school. Additionally, the employee and the departmental budget officer are responsible for using the most cost effective means of conducting a travel related activity. In most cases the travel will be put on a company credit card.

5.10.5 Request for Travel Authorization

5.10.5.1 Preparation of Request by Employee

Upon determining that travel is necessary to perform his/her duties and responsibilities, the employee should contact the Business Manager for information (e.g., maximum lodging rates for duty point, suggested lodging accommodations, rental car rates, etc.) to facilitate the preparation of a Request for Travel Authorization form. The employee must then complete and forward a Request for Travel Authorization form to the departmental budget officer prior to making any travel arrangements. If the request for travel pertains to staff development, the employee must also attach a training agenda and registration form. The employee is responsible for preparing the Request for Travel Authorization form with sufficient time to obtain all required levels of approval and for it to be forwarded to the Travel Coordinator no less than 10 business days prior to the departure date.

5.10.5.2 Review by Departmental Budget Officer

Upon receiving the employee's Request for Travel Authorization form, the departmental budget officer must review the employee's request for travel and determine if it is appropriate for his/her assigned duties and responsibilities and if it will be of benefit to the students of the charter school and the charter school. The departmental budget officer must also ensure that the applicable budget has sufficient funds available for the cost of the travel to and from the duty point.

5.10.5.3 Travel Arrangements

Upon approval, the departmental budget officer will forward the Request for Travel Authorization form to the Business Manager who will then make all of the travel arrangements including payments and forward a copy of the approved Request for Travel Authorization form, travel itinerary and other relevant documents to the employee.

5.10.5.4 Disapproval of Request for Travel Authorization

In the event that the departmental budget officer does not approve the employee's request for travel, the departmental budget officer will return the Request for Travel Authorization form to the employee. The Request for Travel Authorization form will be clearly marked "DECLINED" in red on the approver's signature line and across the form. The departmental budget officer should note the reason for declining the employee's request for travel on the form.

5.10.6 Request for Reimbursement of Travel Expenses

5.10.6.1 Preparation of Request for Reimbursement

Upon returning to the charter school, the employee must complete and forward an original Request for Reimbursement of Travel Expenses form to the departmental budget officer. The employee must submit the Request for Reimbursement of Travel Expenses form and the related attachments to the departmental budget officer within ten (10) business days after his/her return to the charter school.

5.10.6.2 Required Supporting Documentation

The employee must attach the following original documents to the Request for Reimbursement of Travel Expenses form.

- 1) Airline travel itinerary indicating that the total cost of the airfare was paid. This record should be sufficiently detailed to allow the departmental budget officer to ascertain that only the employee traveled to and from the duty point and to identify the individual services and fees charged by the airline.
- 2) Hotel billing statement indicating that the total cost of lodging was paid using company credit card. This record should be sufficiently detailed to allow the departmental budget officer to ensure that only the cost of lodging including taxes was paid and that the lodging pertained to the period of travel originally requested.
- 3) Rental car receipt or statement indicating that the total cost of the rental was paid using the company credit card. This record should be sufficiently detailed to allow the departmental budget officer to determine what rate and fees were charged by the rental car company and to ensure that the rental was for the period of travel originally requested.
- 4) Itemized retail receipts for gasoline for the rental car, airport or other parking, toll road fees in excess of \$5.00, fees for business related long distance calls (explanatory statement required), taxi service, and other allowed incidental travel related expenses.
- 5) www.mapquest.com mileage printout or actual odometer reading.
- 6) Conference, workshop or other forum Certificate of Attendance, Certificate of Completion or other equivalent document.

7) A copy of the approved Request for Travel Authorization form.

5.10.6.3 Receipts for Meal Expenses

Employees are required to provide original itemized receipts for the cost of meals when the employee stays overnight. However, if an employee is on an out-of-district trip but does not stay overnight, the employee may be reimbursed for the cost of meals up to the maximum allowable per diem rate prescribed by the Nevada State Administrative Manual provided that the employee submits original, itemized receipts for the cost of meals. Receipts should not include gratuity.

5.10.6.4 Explanation of Variance from Approved Amount

In the event that the employee's actual travel expenses varied by more than ten (10) percent of the estimated travel expenses indicated on the Request for Travel Authorization form, the employee must provide a written statement explaining the reason for the variance.

5.10.6.5 Review by Departmental Budget Officer

Upon receiving the employee's Request for Reimbursement of Travel Expenses form, the departmental budget officer must review the employee's request for reimbursement and ensure that the travel expenses are reasonable and necessary and comply with Board policy and the administrative procedures in this subsection. If the employee attended a staff development event, the departmental budget officer must observe that a certificate of attendance or completion or other equivalent document evidencing that the employee attended the event is attached. If the actual travel expenses exceeded the approved estimate, the departmental budget officer must review the employee's written explanation of the variance and either approve or disapprove the additional cost.

5.10.6.6 Review by Travel Coordinator

Upon approval, the departmental budget officer will forward the Request for Reimbursement of Travel Expenses form including the related attachments to the Business Manager. The Business Manager will review the Request for Reimbursement of Travel Expenses form and related attachments to ensure that it is accurate and complete and that it conforms to the requirements of this subsection. Also, the Business Manager will attach the original approved Request for Travel Authorization form to the Request for Reimbursement of Travel Expenses form and shred the copy of the Request for Travel Authorization form. If the Business Manager identifies any discrepancies or observes any concerns or issues, he/she will contact the employee to request additional information or documentation or ask the employee to initial any required changes to the amounts requested for reimbursement. After all discrepancies, concerns and issues have been adequately addressed and any necessary changes have been initialed by the employee, the Business Manager will forward the Request for Reimbursement of Travel Expenses form and related attachments to the CEO for final review and approval.

5.10.6.7 Review by Chief Financial Officer

The CEO will review the employee's request for reimbursement and make a final determination to reimburse either the full amount or a different amount.

5.10.6.8 Disapproval of Request for Reimbursement

In the event that the departmental budget officer or the CEO does not approve the employee's request for reimbursement, the departmental budget officer or CEO will return the Request for Reimbursement of Travel Expenses form and the related attachments to the employee. The Request for Reimbursement of Travel Expenses form will be clearly marked "DECLINED" in red on the approver's signature line and across the form. The departmental budget officer or CEO should note the reason for declining the employee's request for reimbursement on the form.

In the event that the Business Manager or the CEO disapproves the reimbursement of the additional costs incurred by the employee, the Business Manager will adjust the amount requested and notify the employee in writing of the change and reason for declining to reimburse the additional travel expenses incurred by the employee.

In accordance with Board policy, the employee may not appeal or otherwise request further consideration of a denied request to the CEO or the Board.

5.10.6.9 Issuance of Payment

Upon final approval, the CEO will forward the Request for Reimbursement of Travel Expenses form and the related attachments to the Business Manager for reimbursement and forward a copy of the Request for Reimbursement of Travel Expenses form and the related attachments to the employee. The Business Manager will file the original Reimbursement of Travel Expenses form and the related attachments as supporting documentation for the disbursement of public funds.

5.10.7 Allowable Costs

5.10.7.1 General Rule

In general, the charter school will adhere to the reimbursement rates established by the Nevada State Administrative Manual. The CEO may consider exceptions to this general requirement on a case-by-case basis provided that the employee submits a written statement justifying any departure from this general rule and obtains approval of his/her request from the departmental budget officer.

5.10.7.2 Applicability of State Travel Rules

Other than the general rule stated above, nothing in this subsection may be construed to apply the travel requirements promulgated by the Nevada State Administrative Manual to the travel related activities of the charter school. The Board's policies and the administrative procedures discussed in this subsection govern the requirements applicable to charter school travel.

5.10.7.3 Eligible Travel Expenses

A cost is an eligible travel expense if it is allowed by applicable law, rule or other legal requirement and is reasonable and necessary for the conduct of travel pertaining to a charter school function, program or activity. Although not all-inclusive, the following costs qualify as eligible travel expenses.

- 1) Common carrier fares including the cost of transportation via airplane, bus, taxi and train.
- 2) Hotel lodging up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual.

- 3) Hotel occupancy taxes.
- 4) Rental car cost.
- 5) Mileage per diem up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual and based upon the mileage calculated using MapQuest.
- 6) Meals up to the maximum amount allowed pursuant to the guidelines published in the Nevada State Administrative Manual.
- 7) Incidental costs such as the cost of gasoline for a rental car and fees for parking, toll roads, and business related long distance calls.

5.10.7.4 Ineligible Travel Expenses

A cost is NOT an eligible travel expense if it is NOT allowed by applicable law, rule or other legal requirement and is NOT reasonable and necessary for the conduct of travel pertaining to a charter school function, program or activity. Although not all-inclusive, the following costs do NOT qualify as eligible travel expenses.

- 1) Travel for spouses, the employee's children, non-charter school employees, or other related guests.
- 2) Room service, laundry, personal phone calls, internet service, in-room movies, etc.
- 3) Cancellation fees. To avoid cancellation fees, the employee is responsible for notifying the hotel prior to the cancellation deadline. If the hotel is not notified by the required deadline, the employee may be required to pay any cancellation fees assessed by the hotel.
- 4) Gratuities.
- 5) Alcoholic beverages.
- 6) Fines.
- 7) Membership fees.
- 8) Entertainment of any kind such as sporting events or music venues.
- 9) Valet services.

5.10.7.5 Meal per Diem

An employee may be reimbursed for the actual cost of meals as documented on the Request for Reimbursement of Travel Expenses form up to the maximum meal per diem allowed by the Nevada State Administrative Manual and based on the following guidelines.

- 1) If the employee begins to travel on a weekend day or prior to the start of their normal work day, the employee may claim an amount equal to the actual cost of meals not to exceed the amount allowed as prescribed by the Nevada State Administrative Manual .

- 2) If the employee begins to travel after the start of their normal work day and prior to 12 p.m., the employee may claim an amount equal to the actual cost of meals not to exceed half of the maximum meal per diem allowed as prescribed by the Nevada State Administrative Manual .
- 3) If the employee begins to travel after 12 p.m. and prior to the conclusion of their normal work, the employee may claim an amount equal to the actual cost of meals not to exceed one-third of the maximum meal per diem allowed as prescribed by the Nevada State Administrative Manual .
- 4) If the employee begins to travel after the conclusion of their normal work schedule, the employee may not claim a meal per diem.

5.10.7.6 Internal Working Capital Prohibited

The charter school will not pay for travel expenses from one source of net assets and subsequently reimburse that source of net assets from another source of net assets (e.g., Temporarily restricted net assets such as State funds will not be used to initially pay for travel expenses pertaining to Title I, Part A related activities). Instead, the charter school will appropriately account for travel expenses in the net asset code to which the travel expense corresponds.

5.10.7.7 Cost of Lodging

Because hotel lodging rates vary, the employee and Business Manager should make every effort to obtain the most economical and practical accommodations available considering the business purpose for the travel. Hotel accommodations other than the official conference hotels will only be reimbursed at a maximum of the highest conference hotel rate.

5.10.8 Reimbursement of Board, CEO and CFO Travel Expenses

In accordance with Board policy and in light of the fact that the disbursement of public funds to the Board, the CEO and the CFO requires greater accountability and transparency, a request by a member of the Board, the CEO and the CFO for the reimbursement of travel expenses will be presented to the Board during the next regularly scheduled meeting of the Board.

5.12 Non-Charter Activities

Consistent with Board policy, the CEO will maintain separate and distinct accounting, budgeting, reporting and record keeping systems for the management and operation of non-charter activities.

5.13 Petty Cash

Each campus and the central office has a petty cash bank assigned to an employee designated by campus principal. The amount in each petty cash bank varies and depends upon the individual need of each campus. However, principals may request an increase in their petty cash bank. A request for an increase must be submitted in writing to the Business Manager. In the request, the principal must provide the basis for the increase requested.

5.13.1 Purpose

Petty cash is intended for small dollar transactions for which a purchase order may be inefficient and cost prohibitive.

5.13.2 Petty Cash Limits

Each campus will be provided \$100.00 in its petty cash bank.

5.13.3 Prohibited Transactions

The use of petty cash to cash personal checks or to make loans is prohibited.

5.13.4 Supporting Documentation

The Assistant Principal must maintain a petty cash journal that records all petty cash transactions. Additionally, the Assistant Principal must maintain original, itemized third-party receipts for each petty cash disbursement.

5.13.5 Replenishment

The designated employee must prepare a petty cash voucher listing all petty cash transactions and attach the original, third-party receipts. The Business Manager is responsible for reviewing the petty cash voucher and receipt prior to approving the request to replenish petty cash.

5.14 Personal Property

5.14.1 Capitalization of Property

5.14.1.1 Capitalization Policy Restated

The charter school will capitalize and subsequently amortize over its useful any tangible and intangible personal property with a unit cost of \$5,000 or more. Any tangible or intangible personal property with a unit cost of less than \$5,000 will be expensed within the fiscal year in which it was purchased.

5.14.1.2 Unit Defined

In accordance with Board policy, a unit is defined as a single item or object that individually performs a specific function, activity or task or as a grouping of items or objects that collectively constitute a whole in performing a specific function, activity or task. Consistent with this definition, the charter school will consider the following grouped items an individual unit.

- 1) Mobile carts (a.k.a., computer on wheels) including all laptops assigned thereto and related attached peripherals.
- 2) Computer lab including desktop and laptops computers assigned thereto, related peripheral equipment such as printers, wireless routers, overhead projectors, etc., computer desks and chairs, local area network wiring and any other furniture and equipment necessary to make the computer lab adequately functional for classroom instruction and instructional support activities (e.g., tutorials).
- 3) Hand-held electronic devices such as iPads purchased for the purpose of enabling all teachers in one or more grade levels to electronically capture and record data for instructional or instructionally-related purposes.
- 4) Licenses used to acquire access to administrative, instructional, financial, personnel, student and other related software available only through a centralized web portal. In this instance, no distinction will be given to licenses acquired through a per user fee.

5.14.1.3 Application of Capitalization Policy

Upon acquiring an item of personal property, the CEO will determine if the capitalization policy established by the Board applies. If it is determined that the capitalization policy applies, the CEO will determine the appropriate accounting classification for the cost of the property acquired, record the cost of the property in the corresponding subsidiary ledger, and determine the property's useful life and method of depreciation. Otherwise, the cost of the property acquired will be recorded under the appropriate expense account code.

5.14.2 Inventory of Property

Upon acquiring an item of personal property, the CEO will determine if the inventory policy established by the Board applies. If it is determined that the inventory policy applies, the CEO will tag the property acquired and record all the relevant information for the asset in the consolidated record of assets.

5.14.2.1 Inventory Policy Restated

The charter school will uniquely identify (tag) all personal property with a unit cost of \$250 or more. The tag affixed to each unit will bear the charter school's name and a unique identification number.

5.14.2.2 Physical Inventory of Property Policy Restated

No earlier than 30 days prior to and on or before the last day of the fiscal year, the charter school will conduct a physical inventory of all its personal property at least once every two years. The charter school will use a consolidated record of all personal property to affirm the existence, location and condition of its personal property.

5.14.2.3 Consolidated Record of Personal Property

Pursuant to Board policy, the CEO or the CEO's designee will create and maintain a Consolidated Record of Personal Property. At a minimum, the Consolidated Record of Personal Property will include the following information.

- 1) A description of the property.
- 2) Manufacturer's serial number, model number, Federal stock number, national stock number, or other identification number.
- 3) Acquisition date (or date received, if the property was furnished by a donor).
- 4) Acquisition cost.
- 5) The amount of local, state, and/or federal funds used to acquire the personal property (not applicable to personal property furnished by a donor).
- 6) The percentage of state and/or federal participation in the cost of the personal property (not applicable to personal property furnished by a donor).
- 7) Whether title vests in the charter school (i.e., local property), the state government (i.e., public property), or the federal government (i.e., federal property).

- 8) Location and condition of the personal property and the date the information was reported (this may be the date of the last physical inventory).
- 9) Ultimate disposition data, including date of disposal and sales price or the method used to determine current fair market value where a charter school compensates the awarding agency for its share.

5.14.2.4 Physical Inventory of Property

At the conclusion of the fiscal year, the CEO will ascertain if an inventory of personal property is necessary. In making this assessment, the CEO may consider the following factors.

- 1) If an inventory has been conducted within the last two fiscal years.
- 2) If the independent auditor identified instances of damaged, lost, missing, and stolen property regardless of the materiality of the independent auditor's observation.
- 3) If charter school staff has reported a notable number of damaged, lost, missing, and stolen property.

If the CEO concludes that an inventory of personal property is necessary or prudent, business office staff will conduct the physical inspection of property within the last 30 calendar days of the fiscal year. All charter school staff assigned the physical custody of any charter school property must cooperate with business office staff during the conduct of the physical inventory. The physical inventory of property will include the verification of the accuracy and completeness of the Consolidated Record of Personal Property and of the existence and acceptable working condition of the personal property inspected.

5.14.2.5 Update of Property Records

Upon concluding the inventory of personal property, the CEO or the CEO's designee will update the Consolidated Record of Personal Property and clearly identify any damaged, lost, missing, and stolen personal property. The CEO will then prepare a separate listing of damaged, lost, missing, and stolen property and forward the listing to the CEO at least five (5) business days prior to the first regularly scheduled meeting of the Board following the end of the fiscal year.

5.14.2.6 Corrective Action Plan

In addition to prepare a separate listing of damaged, lost, missing, and stolen property, the CEO's designee will prepare a corrective action plan addressing each category of impaired property particularly any stolen property. They will forward the corrective action plan to the CEO at least three (3) business days prior to the first regularly scheduled meeting of the Board following the end of the fiscal year.

After the Board has reviewed the results of the physical inventory and corrective action plan, the CEO will provide the Business Manager with guidance and instructions on modifications to the corrective action plan, if necessary. Once modified and approved by the CEO, the Business Manager will implement the corrective action plan.

5.14.2.8 Status Updates to the Board

After the initial reporting to the Board of the results of the physical inventory, the CEO will disclose the status of the corrective action plan to the Board during each subsequent meeting of the Board.

The CEO will continue to provide updates to the Board until the corrective action plan has been fully implemented or an acceptable alternative is presented to the Board.

5.14.3 Disposal of Property

5.14.3.1 Property Disposal Policy Restated

In accordance with Board policy, the charter school will dispose of any capitalized and/or inventoried tangible and intangible personal property through sale or other legal means. In determining whether property should be disposed, the charter school will consider the following factors.

- 1) The current condition of the asset.
- 2) The utility of the asset in implementing the charter program.
- 3) The idleness of the asset.
- 4) The cost of maintaining the asset in working condition.

5.14.3.1.1 Sale of Property to Employees

When disposing of personal property, the charter school may consider the sale of the property to charter school personnel provided that all charter school employees have an equal and fair opportunity to participate in the sale of the property. In any event, no one charter school employee or group of employees may uniquely and solely benefit from the sale of personal property.

5.14.3.1.2 Temporary Storage of Property

To facilitate the economic and efficient disposition of personal property, the charter school will warehouse all personal property until the conclusion of the fiscal year at which time a general auction or sale of property slated for disposal may occur.

5.14.3.1.3 Report to the Board

After the general auction or sale and other disposition of personal property has concluded, the CEO will report to the Board the results of the disposition of personal property.

5.14.3.2 Property Disposal Process

During the course of the fiscal year but particularly 30 days prior to the conclusion of the fiscal year, the CEO or the CEO's designee will inquire of each departmental budget officer if any personal property should be disposed. Additionally, the CEO's designee should consider the results of the inventory of personal property discussed at section 5.11.2.4. Upon receiving a list of personal property for possible disposal, the CEO or the CEO's designee will review each item and determine if the property should be disposed based on the following criteria.

- 1) The property is in poor condition because it sustained notable damage that impairs it from properly functioning without costly repairs or it has been used extensively and functions at a fraction of its initial functionality.
- 2) The property is not useful or can no longer be used to effectively and efficiently implement the CIP. For instance, a desktop computer may no longer be capable of running the

current academic software due to technological advancements in hardware and software design.

- 3) The property has been set aside because another more efficient and effective asset was acquired and is being used in its place.
- 4) The property has reached or surpassed its useful life and the cost of routine maintenance and repairs has steadily increased such that the acquisition of a newer model or comparable property would be more cost efficient.

5.14.3.2.1 CEO Approval

Upon determining which assets to dispose, the Business Manager will forward a list of personal property recommended for disposal to the CEO. As appropriate and necessary, the Business Manager will clearly identify any property purchased with Federal funds and indicate if approval should be sought from the SPCSA or other oversight agency. See section 2.3.9 for additional requirements. The CEO will then approve or decline the disposal of the personal property or of individual property and will review, edit and approve any correspondence to the SPCSA or other oversight agency.

5.14.3.2.2 Temporary Relocation of Property

Upon receiving approval to dispose of the personal property and at the conclusion of the fiscal year, business office staff will remove all personal property identified for disposal and relocate the property to a central location (e.g., gymnasium).

5.14.3.2.3 Sale to Employees

After posting an announcement in the central office and on the charter school's intranet, all charter school employees will be invited to participate in the general sale of personal property. All sales will be final and for cash only. Any remaining property will be disposed in a manner deemed appropriate by the CFO with approval from the CEO.

5.14.3.2.4 Report on Disposal of Property

After the general sale of personal property and the subsequent disposition of any remaining property, the Business Manager will prepare and forward a summary of the results of the general sale and disposition of personal property to the CEO. The CEO will then report to the Board the results of the disposition of personal property.

5.15 Purchase Orders

5.15.1 Purpose of Subsection

This subsection describes the charter school's purchase order process. It does not address the applicability of Federal and state procurement requirements which are addressed elsewhere in the Manual.

5.15.1.1 Applicability of State Procurement Laws

With the exception of the legal requirements addressed in Section 8 pertaining to professional services, this subsection does not adopt or otherwise impose any state laws and rules to the purchasing activities of the charter school.

5.15.1.1.1 Professional and Contracted Services

Refer to Section 8 of the Manual for the administrative procedures pertaining to the procurement of professional and contracted services.

5.15.1.2 Applicability of Federal Procurement Laws

With the exception of the legal requirements addressed in Section 9, this subsection does not adopt or otherwise impose any Federal laws and rules to the purchasing activities of the charter school. However, in accordance with the Board policy concerning compliance with grant requirements and applicable Federal rules, employees will follow the requirements outlined in this subsection and Section 9 when using Federal funds to procure goods and services.

5.15.2 Purchasing Function

5.15.2.1 Primary Responsibility

In accordance with Board policy, the Business Manager is primarily responsible for the effective operation of the charter school's purchasing function. Accordingly, in addition to the Business Managers other duties, they are charged with completing the following activities.

- 1) Recommend purchasing policies to the CEO and Board.
- 2) Develop, update and implement purchasing procedures that comply with Board policy and applicable law.
- 3) Manage the purchasing of goods and services in a timely and cost efficient manner.
- 4) Establish and monitor good working relations with vendors and service providers.
- 5) Resolve problems encountered within the purchasing function.
- 6) Approve purchase orders and contracts, including bid specifications and tabulations.

5.15.2.2 Purchasing Officer

The CEO may designate an employee in the Business Office as the charter school's Purchasing Officer. In accordance with Board policy, the Purchasing Officer is responsible for the following activities.

- 1) Prepare bid specifications for purchases under Section 8 of the Manual.
- 2) Develop formal Request for Bids, Request for Proposals and other solicitation documents.
- 3) Prepare purchase orders and contracts, including bid specifications and tabulations.
- 4) Maintain an updated list of approved vendors from which purchases can be made.
- 5) Prepare recommendations to the CEO for the purchase of goods and services from vendors.
- 6) Purchase classroom and office supplies and materials from an approved vendor each Friday.

- 7) Provide formal and informal training and technical assistance to charter school staff to create an awareness of Board policies, administrative procedures and applicable Federal and state laws and rules applicable to the purchasing of goods and services.

5.15.3 Purchasing Ethics

The following standards will govern the conduct of the Board, officers and employees involved in the use of state public funds (not federal funds) for the purchase of goods and services for the operation of the charter school.

5.15.3.1 General Principles

- 1) It is a breach of ethics to attempt to influence any charter school employee to breach the standards of ethical conduct set forth in this subsection.
- 2) It is a breach of ethics to attempt to realize personal gain through employment with the charter school by any conduct inconsistent with the proper discharge of the employee's duties.
- 3) It is a breach of ethics for any charter school employee to participate directly or indirectly in procurement when the employee knows that:
 - The employee or any member of the employee's immediate family has a financial interest pertaining to the procurement;
 - A business or organization in which the employee, or any member of the employee's immediate family, has a financial interest pertaining to the procurement; or
 - Any other person, business or organization with whom the employee or any member of the employee's immediate family is negotiating or has an arrangement concerning prospective employment is involved in the procurement.
- 4) In connection with
 - Any decision, approval, disapproval, recommendation,
 - Preparation of any part of a program requirement or purchase request,
 - Influencing the content of any specification or procurement standard,
 - Rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application,
 - Request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or subcontract, or
 - To any solicitation or proposal therefore pending before the charter school

It is a breach of ethics to conduct oneself as follows:

- To offer, give or agree to give any employee or former employee of the charter school a gratuity or an offer of employment; or
 - For any employee or former employee of the charter school to solicit, demand, accept or agree to accept from another person, a gratuity or an offer of employment.
- 5) It is a breach of ethics for any payment, gratuity or offer of employment to be made by or on behalf of a subcontractor under a contract to the prime contractor or higher tier subcontractor for any contract of a charter school, or any person associated therewith, as an inducement for the award of a subcontract or order.
- 6) It is a breach of ethics for any employee or former employee of the charter school to knowingly use confidential information for actual or anticipated personal gain, or for the actual or anticipated gain of any person.

5.15.3.2 Contract Clause

The prohibition against gratuities (General Principle 4) and kickbacks (General Principle 5) prescribed above should be conspicuously set forth in every contract and solicitation therefore.

5.15.3.3 Recusal of Board Member

If a Board member has a substantial interest in a procurement, that individual shall abstain from discussion and decisions regarding the award of the procurement contract. In addition, the Board member should disclose this substantial interest by filing an affidavit of abstention with the Board and CEO. In all cases, Board members and officers of the charter school shall comply with the Board's Ethics, Conflict of Interest and Nepotism Policy (See Appendix).

5.15.4 Economy of Scale

In accordance with the applicable state law, Articles of Incorporation, Bylaws and Board policy, the individual schools, departments and offices of the charter school are not separate legal entities. Thus, when considering the purchase of quantities of an item or a category of similar items, charter school officers and employees must consider combining all such purchases for the entire charter school. Through this combined effort, the Board, officers and employees should endeavor to achieve an economy of scale that affords the charter school a reduced administrative burden and cost and a better value and reduced costs through aggregated purchases.

5.15.4.1 Prohibited Purchasing Practices

Unless a legitimate business reason exists beneficial to the charter school, the purchase of the same item or category of similar items should be completed at one time and not as individual components or in a series of transactions. As defined above, component, separate and sequential purchases are prohibited.

5.15.4.2 Departure from Requirement

The employee must prepare a written request to the departmental budget officer describing the business related reason and the benefit to the charter school for purchasing the same or similar items in component, separate or sequential purchases. In the written request, the employee must identify the cost savings or additional cost to the charter school of purchasing the same or similar items in the manner advocated. Upon approval, the departmental budget officer must forward the employee's request to the CEO for their review and approval.

5.15.5 Employee Purchases Prohibited

In accordance with Board policy, employees are prohibited from conducting any transaction that results in the purchase of services and/or equipment, furniture, supplies or other materials and that obligates public funds and otherwise prompts the expenditure of public funds. To acquire supplies, materials, equipment, furniture and/or services, employees must follow the purchasing process described in this subsection.

5.15.5.1 Violation of Subsection

If an employee fails to follow the process described in this subsection, the employee will be financially responsible for any purchases of goods and services. In the event that any goods and/or services are received by the charter school without formal approval by its officers as described in this subsection, the charter school may not be held financially liable by the employee or the vendor for the unauthorized purchase of goods and/or services by the employee.

5.15.6 Purchasing Goods and Services – General

To make a purchase, employees must follow the process outlined below.

5.15.6.1 Step 1: Planning Purchases

Because the charter school's program is based on the implementation of a CIP, campus instructional plans and the operating budget adopted by the Board, employees should plan their purchases in a manner consistent with the strategies and activities described in the plans. Employees should give particular attention to the timelines associated with strategies and activities that require the purchase of goods or services at the same time (e.g., the purchase of computers and related peripherals at the start of the school year for a computer lab). As discussed below, an employee may address the need for standard classroom and office supplies that are consumed on a regular basis through the requisition of supplies and materials from the charter school's Business Office.

5.15.6.2 Step 2: Requisition from Business Office

For the convenience of charter school employees, the Business Office maintains certain classroom and office supplies and materials in stock in its supply room. Before an employee initiates a purchase through the charter school's formal purchase order system, the employee must first determine if the charter school has already purchased the item and has it in stock in the Business Office. If the item(s) are not a standard item that is routinely maintained in stock, the employee must initiate a formal purchase order.

5.15.6.2.1 Requisition in Person

An employee may requisition standard classroom and office supplies and materials by visiting the Business Office in person and completing a Supply Request Form which lists the most-often-requested classroom and office supplies and materials that the Business Office maintains in stock. If the requested item(s) is in stock, the employee may pick up the item(s). If the requested item(s) is not in stock, the Purchasing Officer will purchase the item(s) and route it to the employee via interoffice mail within five business days.

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5.15.6.3.2 Identification of Existing Contract

Each year, the Purchasing Officer of the CMO will solicit business from vendors and service providers covering many of the products and services required by the charter school

After negotiating terms favorable to the charter school, the business office formalizes business arrangements through two types of contracts for goods and services.

- Discount from catalog
- Inter local agreements
- Service contracts

In order to requisition classroom or office supplies and materials not available from supply room stock or to purchase equipment, furniture or services, charter school employees should consult with the Purchasing Officer to determine if an existing contract can be used. Once an existing contract has been identified, the employee must prepare a Purchase Requisition Form and reference the appropriate contract and identify the specific good(s) or service(s) needed.

5.15.6.4 Step 4: Requisition through New Contract

If the employee and Purchasing Officer determine that an existing contract cannot be used to purchase classroom or office supplies and materials not available from supply room stock or to purchase equipment, furniture or services, the employee and Purchasing Officer must follow the steps below for making a purchase based on the final dollar amount of the entire purchase.⁶

5.15.6.4.2 Use of Authorized Vendors

In accordance with Board policy and as indicated in this subsection, employees and the Purchasing Officer are encouraged or required to use vendors previously approved by the Board.

5.15.6.4.3 Use of Certain Authorized Vendors

The employee and Purchasing Officer must give consideration to vendors identified as small, minority or women owned businesses as indicated in their vendor profile. However, this preferential treatment should not be given to a vendor if the result is detrimental to the quality of the goods and/or services procured. In each case, a small, minority or woman owned business should be given preferential treatment if the quality of the goods and/or services is equal or substantially comparable to that provided by a competing authorized vendor that is not a small, minority or woman owned business.

5.15.6.4.4 Use of Unauthorized Vendors

The employee and Purchasing Officer may consider unauthorized vendors if the same or similar good or service may be obtained at a lower cost without necessarily sacrificing the quality of the good or service purchased. If an unauthorized vendor is used for a purchase exceeding \$5,000

⁶ As stipulated above, component, separate and sequential purchases are prohibited. Thus, the employee and Purchasing Officer must consider the cost of purchasing all of the goods and services necessary to implement the applicable strategy and activity described in the CIP or campus instructional plan.

or for two or more unrelated purchases⁷ with an aggregate cost of \$5,000 or more, the Purchasing Officer should encourage the vendor to complete the authorized vendor process.

5.15.6.4.5 Purchases less than \$1,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are not required to purchase goods and/or services with a total cost of less than \$1,000 through any form of competitive procurement. However, the employee and Purchasing Officer are encouraged to secure competition through at least two (2) quotes from any vendor. If quotes are obtained, the employee and Purchasing Officer must attach the quotes or other related documentation to the Purchase Requisition Form.

5.15.6.4.6 Purchases from \$1,000 to \$3,499 per campus

In accordance with Board policy, the employee and Purchasing Officer are not required to purchase goods and/or services with a total cost between \$1,000 and \$5,000 through any form of competitive procurement. However, the employee and Purchasing Officer are encouraged to secure competition through at least three (3) quotes from authorized vendors. If quotes are obtained, the employee and Purchasing Officer must attach the quotes or other related documentation to the Purchase Requisition Form.

5.15.6.4.7 Purchases from \$3,500 to \$10,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) quotes from authorized vendors for the purchase of good(s) and/or service(s) with a total cost between \$3,500 and \$10,000. The employee and Purchasing Officer must attach the quotes and other supporting documentation (e.g., specification sheets) to the Purchase Requisition Form.

5.15.6.4.8 Purchases from \$10,000 to \$49,999 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) quotes from authorized vendors for the purchase of good(s) and/or service(s) with a total cost between \$10,000 and \$49,999. The bids may be solicited directly from an authorized vendor. Alternatively, the bid may be solicited from an unauthorized vendor provided that an authorized vendor is solicited as well. A newspaper advertisement is not required provided that at least two vendors, including at least one authorized vendor, are solicited. If an authorized vendor does not exist for the goods and/or services required, the Purchasing Officer should consider a newspaper advertisement but only after consulting with the CFO. If indicated within the solicitation, the Purchasing Officer may use best value in determining to which vendor the contract should be awarded. The employee and Purchasing Officer must attach the bid documentation and other supporting documentation (e.g., solicitation, specification sheets, evaluation forms) to the Purchase Requisition Form.

5.15.6.4.9 Purchases over \$50,000 per campus

In accordance with Board policy, the employee and Purchasing Officer are required to obtain a minimum of three (3) sealed bids from any vendor for the purchase of good(s) and/or service(s)

⁷ For example, the first purchase is made from ABC Specialty Furniture, Inc. for a desk for a newly enrolled special needs student with a cost of \$2,500. Subsequently, a second purchase is made from ABC Specialty Furniture, Inc. for an administrator's desk with a cost of \$3,000 to accommodate a new employee who requires a specially designed desk to address a medically related issue and therefore enable the new employee to perform his/her assigned work.

with a total cost of over \$50,000. The Purchasing Officer is required to advertise the solicitation for bids in a newspaper in the county in which the central administrative office is located at least once five business days prior to the deadline for receiving bids. The CFO must approve the newspaper advertisement. Additionally, the Purchasing Officer is required to solicit bids directly from an authorized vendor. This may be accomplished by sending a copy of the solicitation to authorized vendors that may be able to provide the goods and/or services through the United States Postal Service or electronic mail. The Purchasing Officer is required to use best value in determining to which vendor the contract should be awarded. The employee and Purchasing Officer must attach the bid documentation and other supporting documentation (e.g., solicitations to authorized vendors, newspaper advertisement(s), specification sheets, evaluation forms) to the Purchase Requisition Form.

5.15.6.5 Step 5: Preparation of Purchase Requisition Form

Complete a Purchase Requisition Form by entering the following required information.

- 7) Required Date (i.e., date by when goods and/or services are needed)
- 8) Vendor Number and Name (from authorized vendor listing)
- 9) Buyer (The employee making the request and preparing the requisition. The employee will be the contact for the Purchasing Officer in the event more information is required.)
- 10) Description (For each good or service provide detailed, descriptive information about the commodity or service such as the manufacturer, product description, model number, etc.)
- 11) Cost (Enter all applicable information such as unit of measure, quantity, unit cost, discount percent)
- 12) General ledger accounting classification (The account code used should correspond with an approved budget line item.)
- 13) Comments (NOTE: Include the strategy and activity ID number from the CIP or campus instructional plan and the contract number if an existing contract is being used.)

Once the Purchase Requisition Form has been completed, the employee should route it to the departmental budget officer for review and approval. The departmental budget officer will review the employee's request for goods and/or services and determine if it is appropriate for the instructional or other purpose for which it is intended as described in the CIP or campus instructional plan and will be of benefit to the students of the charter school. The departmental budget officer will also ensure that the applicable budget has sufficient funds available for the cost of the item(s) requested. Upon review and approval by the departmental budget officer, the Purchase Requisition Form must be forwarded to the Purchasing Officer for review. After any concerns or questions have been appropriately addressed, the Purchasing Officer will forward the Purchase Requisition Form to the CFO.

5.15.6.5.1 Approval of Purchases less than \$1,000

In accordance with Board policy, the Business Manager may review and approve any Purchase Requisition Form for an amount less than \$1,000 without any further review by the CEO or the Board.

5.15.6.5.2 Approval of Purchases from \$1,000 to \$50,000

In accordance with Board policy and after review, the CEO may review and approve any Purchase Requisition Form for an amount between \$1,000 and \$50,000 without any further review by the Board.

5.15.6.5.3 Approval of Purchases over \$50,000

In accordance with Board policy, the Board will review and approve any Purchase Requisition Form for an amount exceeding \$50,000.

5.15.6.6 Step 6: Issuance of Purchase Order

5.15.6.6.1 Final Review of Purchase Requisition Form

Once the Purchase Requisition Form has been approved by the authorized parties, it should be routed back to the Purchasing Officer for final processing. Upon receipt of the Purchase Requisition Form, the Purchasing Officer should review the Purchase Requisition Form for the following items.

- Adequacy of description and comments.
- Accuracy of quantities, unit cost and total cost.
- Appropriate accounting classification for the goods and services requested and the related costs.
- Availability of funds for each account code listed.
- Signatures and appropriate level of approval.
- Completeness including attachment of required quotes, bids, contracts and other related supporting documents.

Once the Purchasing Officer has confirmed the accuracy, adequacy and completeness of the purchase request, the Purchasing Officer may then assign a purchase order number, purchase order date and a cancellation date to the Purchase Requisition Form. At this time, the Purchase Requisition Form becomes a Purchase Order and may be issued by the Purchasing Officer to the vendor.

5.15.6.6.2 Purchase Order Distribution

The Purchase Order Form will consist of the following copies.

- Vendor Copy (Sent to the selected vendor.)
- Accounting Copy (Maintained by the Purchasing Officer to be used for encumbering funds from the proper account.)
- Receiving Copy (Routed to the Receiving Clerk (as identified below) and subsequently returned to the Purchasing Officer when the order is received confirming that payment should be made.)

- User or File Copy (Routed to by the buyer identified on the Purchase Requisition Form.)

5.15.6.6.3 Cancellation Date

Unless otherwise beneficial to the charter school, the Purchasing Officer should set the cancellation date as 60 days from the purchase order date for local vendors. For vendors that reside outside of the charter school's geographic boundaries or in another state, the Purchasing Officer should set the cancellation date as 90 days from the purchase order date.

5.15.6.6.4 Purchase Order Log

To ensure that Purchase Orders are filled or cancelled in a timely manner, the Purchasing Officer must maintain a Purchase Order Log that includes the following information for each purchase order issued.

- Purchase order number
- Purchase order date
- Cancellation date
- Purchase requisition number
- Vendor name and number
- Buyer name and location
- Dollar value of purchase order

5.15.6.7 Step 7: Receipt of Goods and Services

5.15.6.7.1 Receiving Clerks

For central office purchases, for purchases of equipment and furniture with a cost exceeding \$1,000 and for all technology purchases, the central office receptionist is designated as the receiving clerk. Otherwise, the receptionist at each campus is designated as the receiving clerk.

5.15.6.7.2 Receiving Clerk Responsibilities

Upon receipt of the item(s) purchased, the office will perform the following activities.

- 1) Inspect the item(s) purchased.
- 2) Ensure that the item(s) purchased are in good condition.
- 3) Reject any item(s) that are not in good condition.
- 4) Verify that all the items indicated on the packing slip and/or purchase order were in fact received and note any rejected item(s).
- 5) Sign for the item(s) delivered and accepted.
- 6) Notify the buyer listed on the Purchase Requisition Form that the item(s) requested were received.

- 7) Route the marked Receiving Copy of the Purchase Order and the marked packing slip (if provided) to the Purchasing Officer.

5.15.6.8 Step 8: Receipt and Payment of Invoice

Upon receipt of the vendor's invoice, the Purchasing Officer will compare the marked Receiving Copy of the Purchase Order and the marked packing slip (if provided) to the vendor's invoice to ensure that the vendor did not charge the charter school for items not received or rejected. Additionally, the Purchasing Officer will review the vendor's invoice and determine if it was submitted on the vendor's letterhead stationary or invoice form and contained the following information.

- 1) The invoice should be clearly marked INVOICE.
- 2) Vendor name, address and telephone number. The facsimile number, email address and website may also be included.
- 3) Invoice date and number. The invoice number must be unique for each invoice submitted.
- 4) Name and address of the charter school. The name of the employee (buyer) identified in the contract or purchase order may also be included.
- 5) Contract or purchase order number.
- 6) Billing period specified with beginning and ending dates.
- 7) A clear description of the goods and services provided by the vendor.
- 8) The date(s) the goods or services were provided.
- 9) The number of units or hours provided for each item or type of service and the dollar value of each individual unit or hour.
- 10) Total amount due for the billing period. Making sure NO TAX is listed.
- 11) Payment terms.
- 12) Remittance address if different from the vendor's contact information.

Invoices that do not adhere to the specifications described above will be returned to the vendor with a request that the vendor issue a new invoice with a current date and required information. Upon receipt of a compliant invoice, the Purchasing Officer should route the vendor's invoice and the purchase order with all supporting documentation to the Accounts Payable Accountant for the preparation of the payment to the vendor. The check will be routed to the CFO and CEO for their signature.

5.15.7 Authorized Vendors

To facilitate the purchasing process and minimize the administrative cost of the purchasing function, the Purchasing Officer will develop, maintain and update a listing of authorized vendors. Based on an application submitted by the vendor, the Purchasing Officer will include a vendor on the listing based on the following criteria.

- 1) The reputation of the vendor and of the vendor's goods and services.
- 2) The quality of the vendor's goods or services.
- 3) The extent to which the vendor's goods or services meet the charter school's needs for commonly ordered goods and services.
- 4) The vendor's past relationship with the charter school.

Generally, the Purchasing Officer should list only three to five vendors for each category of good (e.g., classroom supplies, library books, laptops) or service (e.g., diagnostic services for special education, plumbing, electrical) commonly procured by the charter school.

5.15.8 Maintenance of Existing Contracts

As noted above, the Purchasing Officer solicits business from vendors and service providers covering many of the products and services typically purchased and required by the charter school. Generally, a vendor will be selected for a standing contract after consideration of formal bids for discounts for classroom and office supplies and materials, equipment, and furniture. Contracts for services will be based upon qualifications and billing rates. As a general rule, these standing contracts will be assigned a dollar value of between \$50,000 and \$250,000 and will follow the requisition process for purchases exceeding \$50,000 discussed above. Once approved, the Purchasing Officer will issue an open purchase order for an amount not to exceed the maximum value of the contract and for a period concluding on the last day of the school year, fiscal year or grant period as deemed applicable. As noted above, the employee and Purchasing Officer must prepare a Purchase Requisition Form each time that an existing contract and open purchase order is used.

5.15.9 Sole Source Purchases

In those instances when a sole source vendor is identified and used, the departmental budget officer must include a written statement discussing why a specific good or service was selected, how only that specific good or service will enable the charter school to implement the relevant strategy and activity described in the CIP or campus instructional plan, and how the price was determined to be reasonable. The departmental budget officer must include a record from the vendor attesting to the uniqueness of the goods or services provided.

5.16 Staff Development

5.16.1 Request for Training Authorization

Upon identifying a staff development opportunity, the employee must complete the Request for Training Authorization form and attach a training agenda and registration form. If the employee's attendance requires overnight or day travel, the employee must also complete a Request for Travel Authorization form. The forms, training agenda and registration form must be forwarded to the departmental budget officer.

5.16.2 Review of Request

The departmental budget officer will review the employee's request for training and determine if it is appropriate for their assigned duties and responsibilities, will further the employee's growth in understanding and performing their essential job functions, and will be of benefit to the students of the charter school and the charter school. The departmental budget officer shall also ensure

that the applicable budget has sufficient funds available for the cost of the training including any travel to and from the duty point.

5.16.3 Registration

Upon approval, the departmental budget officer will complete and submit the registration form and forward a copy of each form, the agenda and completed registration form to the employee for his/her records. The departmental budget officer will also forward the original copy of each document to the Business Office. The CFO will then issue payment to the vendor. The charter school will issue payment to the vendor for registration fees through an approved Purchase Authorization.

5.16.4 Return to Office

Upon returning to the charter school, the employee must complete and forward an original Request for Reimbursement of Travel Expenses form to the departmental budget officer and attach a copy of the Certificate of Attendance or Certificate of Completion (or other equivalent document).

SECTION 6: INVESTMENTS

Purpose

The purpose of this section is to identify the administrative process for investing any surplus charter school cash in authorized investments.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 5.9

6.1 Surplus Cash Defined

In accordance with Board policy and for the purpose of implementing these administrative procedures, surplus cash means the amount of cash exceeding 20%⁸ of the charter school's total expenses for the fiscal year.

6.2 Investment Objectives

In accordance with Board policy, the charter school will observe the following objectives when it invests surplus cash.

- 1) Preservation and safety of principal
- 2) Liquidity
- 3) Yield

Although the Board and the officers may be interested in maximizing the return on any investment, priority will be given to the preservation and safety of principal and to the liquidity of any investment to address unexpected and immediate cash needs.

6.3 Primary Responsibility

The CEO is primarily responsible for the investment of the charter school's surplus cash and will serve as its chief investment officer.

6.4 Authorized Investments

In accordance with Board policy and consistent with applicable state law and rule, the CFO may only invest the charter school's surplus cash in the following authorized investments.

- 1) Obligations of, or guaranteed by governmental entities
- 2) Certificates of deposit and share certificates

⁸ This amount represents approximately 2.5 months of expenses.

- 3) Repurchase agreements
- 4) Securities lending program
- 5) Banker's acceptances
- 6) Commercial paper
- 7) Mutual funds
- 8) Guaranteed investment contracts
- 9) Investment pools

6.5 Unauthorized Investments

In accordance with Board policy and consistent with applicable state law and rule, the CFO may NOT invest the charter school's surplus cash in the following types of investments.

- 1) Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.
- 2) Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.
- 3) Collateralized mortgage obligations that have a stated final maturity date of greater than 10 years.
- 4) Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

6.6 Prohibited Investment of Surplus Cash

In accordance with Board policy, the CFO is prohibited from investing the charter school's surplus cash in any investment of a speculative nature or in a manner inconsistent with how a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs.

6.7 Account Maintenance

In accordance with Board policy, the CFO will maintain charter school investments in a discrete investment account(s) that is separate and distinct from any of the charter school's other investment or operating accounts pertaining to non-charter business functions and activities. Similarly, the CFO will maintain accurate, complete and consistent records of any and all investments of charter school surplus cash.

6.8 Required Training

In accordance with Board policy, the CFO is responsible for receiving continuing professional education pertaining to the appropriate investment of surplus cash in the authorized investments identified in Section 6.4 above.

SECTION 7: PAYROLL

Purpose

The purpose of this section is to identify the administrative process for the accounting of payroll costs and for related personnel matters.

Applicability

This section applies to the local and public funds received for the purpose of operating the charter school. This section does not apply to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy Manual PG 4.1 - 4.37

7.1 Primary Responsibility

The CEO is primarily responsible for complying with Board policy pertaining to certain personnel matters. This includes the completion of the following activities.

- 1) Developing and updating this section.
- 2) Facilitating the development and distribution of an employee handbook by the charter school's personnel/HR Department, that includes the administrative procedures discussed in this section in addition to other personnel related matters.
- 3) Training employees with the requirements of Board policy and these administrative procedures.
- 4) Providing leadership, guidance and direction to employees on payroll and other related personnel matters.

7.2 Secondary Responsibility

The CEO and other supervisory employees are responsible for monitoring employee compliance with the administrative procedures contained in this section. The CEO and other supervisory employees are also responsible for reviewing payroll and other personnel forms and records to ensure the accurate reporting of leave and time worked.

7.3 Classification of Workers as Independent Contractors or Employees

As set forth in Section 3.7, each individual employed by the charter school will fill a position having a position number, a standard job classification title, a standard or unique job description, and a salary/wage amount. Consequently, the assignment of an individual to a numbered position will identify the person as an employee. In the event that a question arises if the individual is an independent contractor or employee, the immediate supervisor will be required to complete IRS Form SS-8, Determination of Worker Status for Purposes of Federal Employment Taxes and Income Tax Withholding.

7.3.1 IRS Eleven Factor Test

The IRS provides guidance to facilitate the determination of the worker's status as an independent contractor or employee in Publication 15-A and Publication 1779. Generally, the factors tested are divided into three categories as discussed below.

7.3.1.1 Behavioral Control

The immediate supervisor must gather factual matter regarding:

- 1) The degree to which the charter school instructs the worker to perform the work assigned; and
- 2) The degree to which the charter school provides training to the worker on its required procedures and methods for the work assigned.

7.3.1.2 Financial Control

The immediate supervisor must gather factual matter regarding:

- 1) The degree to which the worker may have an investment in the work performed;
- 2) The degree to which the charter school reimburses (or does not reimburse) the worker for business expenses;
- 3) The degree to which the worker may realize a profit or loss;
- 4) The degree to which the worker makes services available to the relevant market; and
- 5) How the charter school compensates the worker.

7.3.1.3 Relationship of the Parties

The immediate supervisor must gather factual matter regarding:

- 1) Whether the worker receives the standard benefits provided to other charter school employees;
- 2) Whether an employment agreement or contracted services agreement has been signed and the terms and conditions of the written agreement;
- 3) Whether the worker with the expectation that the relationship will continue indefinitely or for a specific period of time or until a specific project is concluded; and
- 4) The degree to which the services performed by the worker constitute a critical or important facet of the charter schools operations.

7.3.1.4 Determination

Based on the information gathered, the immediate supervisor must classify the worker as either an independent contractor or an employee. The immediate supervisor must forward this determination to the CEO for final review and approval.

7.3.1.5 Documentation

The immediate supervisor should document basis for the determination. Any supporting documents used to make the determination should be retained together with the determination.

7.3.2.1 Information

The immediate supervisor must gather factual matter responsive to the following questions.

- 1) Can the charter school instruct the worker on when, where and how the work is to be performed?
- 2) Does the charter school have an obligation to provide training to the worker?
- 3) Does the charter school's success depend on the worker's services and is the work performed an integral part of charter school operations?
- 4) Is the worker required to personally provide the services or may the worker hire others to perform the work?
- 5) Does the worker supervise the work of charter school employee's?
- 6) Is the worker expected to work for the charter school indefinitely or is the worker expected to conclude their work at the end of specific time period or after a project is concluded?
- 7) Is the worker expected to work during hours or days set by the charter school?
- 8) Is the worker expected to work solely (i.e., full-time) or primarily for the charter school?
- 9) Is the worker expected to perform work at a location specified by the charter school?
- 10) Can the worker perform the work required in an order or sequence established by the worker?
- 11) Does the charter school require that the worker provide regular oral or written reports about the progress of the work performed?
- 12) Does the charter school pay the worker in regular amounts at stated intervals?
- 13) Does the charter school reimburse the worker for business and travel expenses or pay vendors directly for the worker's business and travel expenses?
- 14) Does the charter school provide the worker with the tools, equipment and materials to perform the work required?
- 15) Is the worker economically dependent on the charter school or does the worker have a significant investment in an independent business?
- 16) Can the worker realize a profit or loss on the work performed?
- 17) Can the worker perform services for more than one entity at a time?

- 18) Does the worker advertise, market or otherwise make services available to the public at large?
- 19) Can the charter school discharge the worker without liability or does the termination create a breach of contract?
- 20) Can the worker quit work at any time without liability or does quitting create a breach of contract?

7.3.2.2 Determination

Based on the information gathered, the immediate supervisor must classify the worker as either an independent contractor or an employee. The immediate supervisor must forward this determination to the CEO for final review and approval.

7.3.2.3 Documentation

The immediate supervisor should document basis for the determination. Any supporting documents used to make the determination should be retained together with the determination.

7.4 Review and Approval of Senior Management Compensation

At the time that the budget and salary/wage schedule is presented to the Board for adoption, the CEO will also present to the Board the proposed compensation for the CEO. In addition to the proposed compensation, the CEO will also disclose any proposed additional benefits or incentives not available to other employees. In accordance with Board policy, the Board will approve, disapprove or modify the proposed compensation, additional benefits and incentives.

The Board shall seek compensation data for senior management positions to ensure compensation to the individuals occupying the positions is fair, reasonable and not excessive.

The payment of unreasonable or excessive compensation can result in the revocation of the 501(c)(3) tax-exempt status of the nonprofit corporation and/or the imposition of significant penalties against both the individual receiving excessive compensation and the Board members who knowingly approved of excessive compensation. Whether any given individual's compensation is fair and reasonable requires a case-by-case determination, but can be supported by gathering and comparing compensation data for similarly situated persons. The IRS has stated that an individual's compensation is presumptively reasonable if the Board has taken the following steps:

- 1) The Board obtained and relied upon appropriate comparability data in making its determination;
- 2) The total compensation package was approved in advance by the Board, and no individuals who had an actual or potential conflict of interest with respect to the compensation arrangement participated in deliberations; and
- 3) The Board adequately and contemporaneously documented the basis for its determination.

7.5 Board Approval of Salary/Wage Schedule

As discussed in Section 3.8.3, the CEO will prepare the salary/wage schedule for the upcoming fiscal year and present it to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. The salary/wage schedule will be divided into two compensation categories: (1) salaried positions and (2) hourly positions. For each category, the salary/wage schedule will include a salary/wage group and a salary range.

7.6 Board Approval of Staffing Pattern

As discussed in Section 3.8.3, the CEO will prepare the staffing pattern for the upcoming fiscal year and present it to the Board for its consideration and approval at the time that the budget is submitted for final review and adoption. The staffing pattern will include the following information for each numbered position employed by the charter school.

- 1) Position number
- 2) Standard job classification title
- 3) Salary/wage
- 4) Name of the individual employed in the position
- 5) Date the employee was hired
- 6) Current salary or hourly wage
- 7) Proposed salary or hourly wage
- 8) Source of funds and percent allocated (i.e., budgeted payroll costs)

7.7 Job Description

In accordance with Board policy, each position employed by the charter school will have a job description that includes the following information.

- 1) Job classification title
- 2) Salary/Wage
- 3) Date job description was last revised/updated
- 4) General description of the work performed including a statement of the level of supervisory responsibility assigned to the position
- 5) Detailed description of the specific duties and responsibilities of the position
- 6) Minimum qualifications for the position (e.g., education, years of relevant work experience)
- 7) Required certifications or licenses
- 8) Source of funds (i.e., budgeted payroll costs)

The job description should be presented to a new employee at the time that the employee is oriented to the charter school. The employee should sign and date the job description and provided a copy. The original job description should be filed in the employee's personnel file.

7.8 Extra Duty

In order to address limited work requirements, the charter school may assign additional duties that are not necessarily included in the employee's job description. In these instances, supervisory employees may prepare an extra duty agreement (or otherwise communicate the assignment) that includes the following information.

- 1) A functional job title (if appropriate).
- 2) The name of the employee including the employee's identification number or social security number.
- 3) The business related reason for assigning extra duty to an employee.
- 4) A general description of the work that will be performed including a statement of the level of supervisory responsibility assigned to the position.
- 5) A detailed description of the specific duties and responsibilities.
- 6) The work schedule assigned to the employee for performing the extra duty assignment.
- 7) The fixed or hourly compensation to be paid to the employee.
- 8) Source of funds and percent allocated (i.e., budgeted payroll costs)
- 9) A statement, if applicable, indicating that the extra duty work will be performed at times other than during the normal working hours of the employee's regularly paid position.
- 10) The employee's and supervisory employee's signature and date.

Prior to presenting the extra duty assignment or agreement to the employee, the supervising employee must route the agreement to the HR Coordinator and CEO for their review and approval.

7.9 Stipends

7.9.1 Stipend Defined

A stipend is a fixed sum of money paid periodically for services, desired qualifications or to defray expenses.

7.9.2 Authorized Uses

In accordance with Board policy, an employee may receive a stipend for the following business reasons.

- 1) For attaining or having qualifications in an area of high need (e.g., Bilingual Education) as determined by the CEO.

- 2) For performing work (e.g., UIL Debate Coach) not included as part of the job description of the employee's regular position.
- 3) For the use of a personal property (e.g., cell phone, vehicle) on a regular (e.g., daily) basis to conduct charter school business.

7.9.3 Agreement

In accordance with Board policy and with respect to stipends pertaining to the performance of work, the supervising employee must prepare an agreement that includes the following information.

- 1) A functional job title (if appropriate)
- 2) The name of the employee including the employee's identification number or social security number.
- 3) The business related reason for paying a stipend instead of salary or wages.
- 4) A detailed description of the specific duties and responsibilities that will be performed.
- 5) The work schedule assigned to the employee for performing the extra duty assignment.
- 6) The fixed amount to be paid to the employee.
- 7) Source of funds and percent allocated (i.e., budgeted payroll costs)
- 8) A statement indicating that the work will be performed at times other than during the normal working hours of the employee's regularly paid position
- 9) The employee's and supervisory employee's signature and date.

Prior to presenting the agreement to the employee, the supervising employee must route the agreement to the HR Coordinator and CEO for their review and approval.

7.10 Payroll Authorization Form

To ensure that each individual is employed in an authorized position, the supervising employee must complete a payroll authorization form that includes the following information.

- 1) Employee's name
- 2) Employee's social security number and/or identification number
- 3) Position number
- 4) Salary/Wage
- 5) Type of payroll authorization (new employee, transfer, promotion, demotion)
- 6) Current salary/hourly wage (if a current employee)
- 7) Proposed salary/hourly wage

- 8) Source of funds and percent allocated (i.e., budgeted payroll costs)
- 9) Effective date of employment
- 10) Signature (with date) denoting approval by supervising employee and CEO

Each principal/department head who wishes to hire a new employee or change the status of a current employee must obtain prior approval from the superintendent.

Each new employee must complete the W-4 form, employee benefit enrollment form, and any other required forms at the HR office. All forms are found at the HR office.

7.11 Required Personnel Documents

To ensure the accurate and complete accounting of payroll costs for each position employed by the charter school, the following personnel documents must be maintained in each employee's personnel file.

- 1) Payroll authorization form
- 2) Job description
- 3) Extra duty agreements if applicable
- 4) IRS Form W-4
- 5) IRS Form W-5 if eligible
- 6) Employee benefit enrollment form
- 7) Garnishment or other lawful earnings deduction order or instrument
- 8) Wage deduction authorization agreement
- 9) Direct deposit authorization form
- 10) Other forms included in Employee Handbook

The documents enumerated above are in addition to those records typically maintained in an employee's personnel file as identified in the Employee Handbook such as the employee's job application, resume, training records, performance assessments, development plans and disciplinary actions.

7.11.1 Form I-9 Documentation

The employee's Form I-9 and related documentation should be maintained in a file separate from the employee's personnel file.

7.11.2 Employee's Right to Access

Although employees have a special right of access to the contents of their own personnel file, all information in an employee's personnel file will be made available to the employee or his or her

authorized representative in the same manner that public information is made available under the public information laws found in TGC Chapter 552.

Refer to the Employee Handbook for further discussion.

7.12 Salary and Wage Advances

In accordance with Board policy and applicable law, employees of the charter school may not receive salary or wage advances.

7.13 Time Keeping by Hourly Employees

At the 20th of each month, hourly employees paid from public funds must complete a Time Sheet for each day worked. Supervisory employees must review, approve and sign all Time Sheets and forward the originals to the HR Office.

7.14 Time Keeping by Salaried Employees

At the start and end of each day, salaried employees must sign in and sign out at the campus or central office receptionist's desk. All sign in sheets must be routed to the HR Office on the 21st of each month. Each day missed must be documented on the Salaried Payroll Timesheet form and the employee and supervising employee signatures.

7.15 Time and Effort for Grant Funded Employees

At the end of each month, employees funded in part or in whole from a Federal or state grant must complete a PAR. PARs must include the following information.

- 1) An after-the-fact determination of the actual activity of each employee.⁹
- 2) An accounting of the total activity for which employees are compensated and which is required in fulfillment of their obligations to the charter school.
- 3) The employee's signature certifying that the distribution of activity represents the actual work performed by the employee during the period covered by the report.

The PAR must be prepared at least monthly and must coincide with one or more pay periods. Supervisors of grant funded employees must review and approve all PARs and forward the originals to the Business Office.

7.16 Adjustment of Salaries and Wages for Grant Funded Employees

Using the PARs, the Business Manager will prepare a reconciliation of the actual and budgeted payroll costs for each grant funded employee. If the variance between the budgeted amount and the actual amount based on the employee's actual time worked is greater than 10 (ten) percent, the Business Manager will prepare an adjusting journal entry to charge only the actual payroll cost to the grant. Otherwise, the Business Manager may defer the adjustment until the end of the fiscal year or the grant period whichever occurs first. Lastly, if the variance results in an excess draw down of at least five (5) percent of the total award amount or \$5,000, the Business Manager

⁹ Budget estimates (i.e., estimates determined before the services are performed) do not qualify as support for charges to awards.

will prepare and submit an expenditure report to correct the previously reported expenditures and issue a refund to the grantor agency.

At the end of the fiscal year and at the conclusion of each grant period, the Business Manager will prepare a reconciliation of the actual and budgeted payroll costs for each grant funded employee. For any variance between the budgeted amount and the actual amount based on the employee's actual time worked, the Business Manager will prepare an adjusting journal entry to charge only the actual payroll cost to the grant. The Business Manager will include all adjustments in a subsequent expenditure report or the final or revised final expenditure report for each affected grant.

7.17 Payroll Disbursements

The following guidelines will govern the timing and method of payroll disbursements to all charter school staff.

7.17.1 Non-Exempt Personnel

Non-exempt employees will be paid on the twenty-eighth of the month for employment services rendered during the last part of the prior month starting on the twenty-first and stops on the twentieth of the current month and after having submitted an approved Time Sheet. Non-exempt employees will be paid for all work performed through the previous payroll period based on their hourly rate. If the twenty-eighth falls on a Saturday or Sunday than the employee will be paid on the previous Friday.

7.17.2 Exempt Personnel

Exempt employees will be paid on the twenty-eighth of the month for employment services rendered during the last part of the prior month starting on the twenty-first and stops on the current month on the twentieth. If the twenty-eighth falls on a Saturday or Sunday than the employee will be paid on the previous Friday.

7.17.3 Extra-Duty Pay and Stipends

Employees will receive extra-duty pay and/or stipends pursuant to the applicable agreements.

7.17.4 Posting of Pay Dates

The HR Coordinator will prepare or cause to be prepared a calendar or schedule identifying the dates for payroll disbursements to all personnel. The calendar or schedule will be prepared consistent with the requirements discussed below and will be posted in the central office and will be emailed out to all personal.

7.17.5 Alternate Pay Date

In the event that a regularly scheduled payday falls on a weekend or holiday, employees will be paid on the last day of work prior to the regularly scheduled payday.

7.17.6 Method of Disbursement

Charter school employees will be paid through direct deposit only unless otherwise approved by the CEO. The employee must complete a direct deposit authorization form identifying the financial institution into which their net earnings will be deposited. In the event that the employee

requests and receives approval for a written check, the CEO or HR Coordinator will hand deliver the employee his/her paycheck. If a regular payday falls during an employee's absence from work, the employee's paycheck will be available upon his/her return to work.

7.17.7 Annualized Compensation

All exempt employees will be paid an annualized salary over 10 or 12 months, regardless of the number of months worked during the school year. Exempt employees will be paid in equal monthly payments beginning with the first pay period of the school year.

7.17.7.1 Final Paycheck after Termination or Non-Renewal

Exempt employees whose employment is terminated or is non-renewed for the following school year will receive a final paycheck within ten (10) business days.

7.17.7.2 Final Paycheck after Resignation

Exempt employees who resign at any time or voluntarily end their employment after the last day of instruction will receive a final paycheck on the next regularly scheduled pay date.

SECTION 8: PROFESSIONAL AND CONTRACTED SERVICES

Purpose

The purpose of this section is to identify the administrative process for complying with applicable law pertaining to the procurement of professional and contracted services.

Applicability

This section applies to the local and state public funds received for the purpose of operating the charter school. This section does not apply to federal funds or to the local and other funds received for the non-charter functions and activities of the charter school.

Board Policy Reference

Board Policy PG-5.10 – 5.11

8.1 Primary Responsibility

The CFO is primarily responsible for the charter school's compliance with applicable Board policy and this section of the Manual.

8.2 Requirement for Contract

8.2.1 General Policy

In accordance with Board policy and for the purpose of implementing these administrative procedures, any business arrangement pertaining to the use of public funds for professional services or the use of more than \$5,000 in public funds for a service other than a professional service shall be in the form of a formal, written agreement executed by all parties to the transaction. The charter school shall not recognize any business arrangement that does not conform to this requirement.

8.2.2 Exception to General Policy

A business arrangement that requires the expenditure of less than \$5,000 in public funds for a service other than a professional service may be documented through the issuance of a purchase order that includes the following terms of the transaction.

- 4) Identity of each party to the transaction including the names of the individuals responsible for authorizing the transaction.
- 5) Purpose of the transaction including a sufficiently detailed description of the service(s) to be rendered.
- 6) Date(s) of the transaction.
- 7) Contract price.
- 8) Basis for terminating the transaction.
- 9) Confidentiality of protected information (if applicable).

8.3 Selection of Provider

The charter school may not select a provider of professional services or a group or association of providers or award a contract for the services on the basis of competitive bids submitted for the contract or for the services. Instead, the charter school shall make the selection and award based on the following criteria.

- 10) The provider's demonstrated competence and qualifications to perform the services.
- 11) The fairness and reasonableness of the provider's price.

8.4 Limitation on Fees

The professional fees under the contract may not exceed any maximum provided by law.

8.5 Award of Certain Contracts

The charter school shall institute the following three step procedure for procuring professional services from architects, engineers, and/or land surveyors only.

- 12) A determination of the scope and nature of the project for which the employment of a design professional is required is made and documented by the appropriate school personnel, who will solicit proposals for services for the project through direct contract and/or requests for proposals.
- 13) The Board or designated officer will compare the proposals and qualifications received, ranking them in order of the most highly qualified. Price may not be considered at this point.
- 14) Contract terms, including price, are negotiated with the highest ranked design professional. If an agreement is not reached with the highest ranked design professional, that design professional is informed in writing and negotiations continue with each successive design professional, in the order of their ranking, until a contract is reached and presented to the Board.

8.6 Provider Invoices

8.6.1 Content

The charter school shall require that the provider submit invoices containing the following information.

- 15) Each invoice must be identified with the term invoice.
- 16) A unique identification number issued by the provider (i.e., the invoice number). If submitting a revised invoice, the invoice number should reference the previously submitted invoice.
- 17) The provider's name, address and contact information.
- 18) The name and address of the customer (i.e., charter school) being invoiced.
- 19) The charter school's purchase order number and contract number (if applicable) denoting authorization for the transaction.

- 20) A clear description of the service(s) rendered and for which payment is sought.
- 21) The billing period with beginning and ending dates. The beginning date must not be sooner than the first effective date for the contract or within any previous billing periods. The ending date must not be any later than the last effective date of the contract.
- 22) The date and location the service(s) was provided.
- 23) The date of the invoice.
- 24) The amount(s) being charged for each service or date of service.
- 25) The total charges for the current billing period.
- 26) If the contract authorizes progress payments, the total contract amount and total amount previously invoiced. The invoice must identify the amount due based on the percent completed in the current billing period for each task, deliverable, or milestone (as specified in the contract).
- 27) If the contract requires payment upon full completion, the invoice must identify the total amount due for each completed task, deliverable, milestone or overall project completion (as specified in the contract).
- 28) Payment terms.

8.6.2 Failure to Conform

In the event that the charter school receives an invoice from a provider that fails to conform to the requirements stipulated above, the charter school must return the invoice to the provider with a request that it issue a new invoice with the current date and required information. The charter school shall not issue payment to the provider until a conforming invoice is received.

8.7 Monitoring of Provider Performance

To ensure the efficient and effective use of public funds, the charter school shall monitor provider performance. Generally, the charter school's monitoring of provider performance is a preventative measure that includes identifying the provider's need for technical assistance or guidance in performing the contracted services in accordance with the terms of the contract and to the satisfaction of the charter school. Additionally, effective monitoring will provide the contract manager with information concerning the effectiveness and quality of services rendered.

8.7.1 Contract Manager

The signatory Board member or officer or his/her designee shall be the contract manager. The contract manager will be directly responsible for the administration of the contract from the beginning to the end of the contract, shall serve as the primary point of contact for the provider, and will be responsible for monitoring provider performance.

8.7.2 Responsibilities of the Contract Manager

In addition to his/her regular duties, the contract manager shall be responsible for the following activities.

- (1) Understanding the contract, including the specific contract obligations and performance indicators by which performance will be monitored.
- (2) Ensuring the provider has a clear understanding of how the contract will be managed and monitored.
- (3) Providing the provider with guidance and technical assistance, as needed, to promote effective contract performance.
- (4) Monitoring the provider's activities through a variety of means to ensure quality service delivery.
- (5) Ensuring funding is used only for authorized purposes.
- (6) Resolving issues or problems that arise during the contract.
- (7) Identifying and reducing fiscal or program risks to ensure the appropriate, effective use of public funds.
- (8) Measuring and tracking charter school satisfaction with provider performance.
- (9) Reviewing invoices and verifying the delivery of services.
- (10) Notifying the signatory Board member or officer or next level management if serious problems arise.
- (11) Complying with federal and state rules and regulations pertaining to contract management.
- (12) Collaborating with other charter school staff or departments using the same provider to ensure that there is no overlap in services being provided or that services are not invoiced for another contract or purchase order.

8.7.3 Frequency of Monitoring

The frequency of monitoring shall depend on the nature of the services provided and on the terms of the contract. In general, the contract manager should monitor provider performance with each deliverable or completed task. At a minimum, the contract manager should assess provider performance upon receipt of each invoice to determine provider compliance with the terms of the contract and charter school satisfaction with the services delivered.

8.7.4 Method of Monitoring

At a minimum, the contract manager should review provider invoices and determine if the services described in the invoice were in fact delivered. Additionally, the contract manager should require and receive a progress report to determine if the provider delivered the contracted services as described in the contract. Lastly, the contract manager may conduct inspections or observations of the services rendered by the provider. In each instance, the contract manager should document their determination of the provider compliance with the contract and charter school satisfaction with the effectiveness, quality and timeliness of the services rendered on a provider monitoring checklist, memorandum, the provider's invoice or other appropriate record.

SECTION 9: FEDERAL GRANTS

Purpose

The purpose of this section is to identify the administrative process for complying with applicable law and rules pertaining to the administration of Federal grants.

Applicability

This section applies to the Federal funds received for the purpose of operating the charter school. This section does not apply to the local and state funds received for the operation of the charter school or the local and other funds received for the non-charter functions and activities of the charter school.

Statutory/Administrative Law Reference

Public Law 108-446, Individuals with Disabilities Education Improvement Act of 2004
Public Law 114-95, Every Student Succeeds Act
CFR, Title 2, Part 200
Education Department General Administrative Regulations (EDGAR)
FASRG Modules 10 and 11

Corporate Authority Reference

None

Board Policy Reference

Board Policy Manual PG-5.5 – 5.6

9.1 Primary Responsibility

The CFO is primarily responsible for the charter school's compliance with applicable Board policy and this section of the Manual.

9.2 Compliance with Grant Requirements

The CFO and departmental budget officers must ensure compliance with applicable Federal, state and local fiscal, program and other legal requirements pertaining to grants for the operation of the charter school. Although not all-inclusive, the charter school management and staff must specifically adhere to the requirements promulgated in the following laws and rules as applicable.

29) Public Law 107-110 and 108-446.

30) Title 34 of the Code of Federal Regulations particularly Parts 74, 200, 299 and 300.

31) Parts 215 and 230 of Title 2 of the Code of Federal Regulations.

32) Office of Management and Budget Circular No. A-133.

33) FASRG, Modules 10 and 11 and other modules as applicable.

9.2.1 Charter Instructional Plan

Because Federal grant programs generally require the development and implementation of a plan, the CIP will serve as an important fiscal record as well as programmatic record. In light of the requirements mandated for Title I, Part A programs, the CIP must include the components required by Public Law 107-110 in order to serve as a fiscal record for the disbursement of Federal funds.

Refer to sections 3.6, 3.8.2, and 5.15.6.3.1 for further discussion.

9.2.4 Supplement; Not Supplant

To ensure that Federal funds are used to supplement local and state funds and not to supplant local and state funds, the CEO, Business Manager, and director of special education services will adhere to the following guidelines when reviewing and approving the use of Federal funds for personnel units or to purchase goods and services.

- 34) Federal funds will not be used to provide services that the charter school is required to make available pursuant to other Federal or state law or Board policy including Board resolutions.
- 35) Federal funds will not be used to support personnel units that were supported with local or state funds in the prior fiscal year.
- 36) Federal funds will not be used to purchase goods or services that were purchased with local or state funds in the prior fiscal year.
- 37) Federal funds will not be used to support personnel units or to purchase goods or services at one campus if another campus used local or state funds for the same type of personnel unit or good or service.

The CEO may approve departures from the guidelines identified above only after reviewing written justification from Grant Manager and either the director of federal programs or the director of special education as reviewed and approved by the CEO. Any departure approved by the CEO must conform to applicable requirements and guidelines from the grantor agency.

9.3 Financial Management Systems

Consistent with Federal and state requirements, the charter school will operate a financial management system which:

- 38) Permits the preparation of all reports required by each grantor on a timely basis (Refer to Section 2.3.4.);
- 39) Permits the tracing of funds to a level of expenditure adequate to determine that such funds have not been used in violation of applicable restrictions and prohibitions (Refer to Sections 2.3.4 and 5.4.);
- 40) Adequately identifies the source and application of Federal funds, including authorizations, obligations, unobligated balances, assets, liabilities, revenue and expenses (Refer to Sections 2.3, 3, 4, 5, 7 and 8.);

- 41) Establishes adequate internal controls which safeguard real and personal property and ensures that such property is used for the purposes intended (Refer to Sections 2.3.9 and 5.11);
- 42) Permits the comparison of actual expenses and outlays to budgeted amounts and approved grants (Refer to Sections 3 and 9.4);
- 43) Ensures that applicable Office of Management and Budget cost principles and grantor program regulations are followed in determining reasonableness, allow ability of costs (Refer to Sections 9.6 and 5.1.);
- 44) Ensures that accounting records are supported by original source documentation (Refer to Sections 2.3.4, 5, 7 and 8.); and
- 45) Minimizes the time elapsing between the transfer of funds from the grantor and disbursements to providers of grant related goods and services (Refer to Sections 9.7 and 4.6.).

9.3.1 Accounting for Grant Funds

The charter school will maintain a financial accounting system that enables it to trace grant expenses to the related grant application. Accordingly, consistent with FASRG Module 11, the charter school will use a financial account code structure that is 15 digits in length and that contains the following data elements.

- 46) Net asset code (digits 1-3).
- 47) Function code (digits 4-5).
- 48) Object code (digits 6-9).
- 49) Organization code (digits 10-12)
- 50) Fiscal year code (digit 13).
- 51) Program intent code (digits 14-15).

In addition to the financial account code structure described above, the charter school will use the codes described in FASRG Module 11 as defined therein. Recognizing the limitations of the prescribed financial account code structure (e.g., net asset code 211 is used for Title I School Improvement Grants as well as Title I, Part A grants), the charter school will also use local option codes as deemed appropriate and necessary to accurately and uniquely account for the budgets (authorizations), encumbrances (obligations), expenses, revenues, assets, liabilities, and net assets pertaining to each grant.

Refer to Section 5.4, Chart of Accounts, for further discussion.

9.4 Grant Budget Preparation and Maintenance

For purposes of implementing this subsection, the Business Manager described in Section 1.1.7 will serve as the primary point of contact for charter school personnel and grantor representatives.

9.4.1 Charter Instructional Plan

From January through May of each calendar year, each departmental budget officer will prepare the part of the CIP pertaining to their department or campus. As they prepare the CIP, departmental budget officers will be mindful of opportunities to use grant funds received in the past and reasonably expected to be received in the following school year for the strategies and activities described in the CIP. Also, departmental budget officers will be mindful that grant funds are allocated to strategies and activities that are adequately supported as an identified need of the charter school's students in the comprehensive needs assessment and that are supplemental to the regular instructional program. In the event that the departmental budget officer identifies an instance(s) that the use of grant funds may represent a supplanting of other funds, the departmental budget officer should discuss this matter with the Grant Manager and CFO prior to including the allocation of grant funds to the CIP strategy and activity.

9.4.2 Grant Application

Upon approval of the CIP by the CEO and the Board, the Business Manager will prepare the application for each respective grant that supports the various CIP strategies and activities. The Business Manager and departmental budget officers should pay particular attention to grant funded employees and contractors and to the purchase of supplies, materials, furniture, equipment, and technology.

Once the final draft of the grant application has been prepared, the Business Manager will present to the CEO the key items of interest and possible contention or controversy in each grant application to be filed. During the presentation, the departmental budget officers and Grant Manager should be mindful of how the proposed use of funds will further and support the various strategies and activities described in the CIP. The CEO will then review each grant application and approve the submission of each grant application to the grantor. Once approved, the Grant Manager will then submit each grant application to the grantor(s) and negotiate any specific items with the grantor(s). As appropriate and necessary, the Business Manager may consult or seek approval of the negotiated terms of each grant application with the CEO and/or the respective departmental budget officer.

9.4.3 Financial Accounting System

Upon approval of each grant application by the grantor(s), the Grant Manager will update the financial accounting system which will be used to monitor grant budgets and expenses to ensure compliance with grant fiscal, program and other requirements.

After updating the financial accounting system, the Grant Manager will distribute a grant accounting report to each departmental budget officer for review and comment. Each departmental budget officer will be responsible for using the grant accounting report as a guide for the use of grant funds and, in conjunction with the CIP, the implementation of grant funded strategies and activities.

Refer to Section 2.3.2 for the definition of grant accounting report.

9.4.4 Monitoring of Costs

At the end of each six-weeks reporting period, the Business Manager will prepare and distribute an updated grant accounting report to each departmental budget officer. The grant accounting report will identify total grant expenses to date and compare the actual expenses to a comparable amount for budget expenses. The comparable budgeted expenses will be based on a prorated

allocation of budgeted expenses (e.g., total grant payroll costs divided by 12) and will take into account specific expenses for certain grant activities (e.g., purchase of laptops for COW to be used as part of a new computer class starting with the first six-weeks reporting period). For the actual expenses, the Grant Manager should use the grant accounting report that details and summarizes grant expenses and which will be subsequently used to prepare the applicable expenditure reports. Upon receipt of the grant accounting report, each departmental budget officer should review it in conjunction with the CIP to determine if any amendments to the grant budgets and programs are necessary.

9.4.5 Amendments

At the start of each six-weeks reporting period, the Business Manager will inquire via email of each departmental budget officer if any grant amendments are necessary. If any amendments are identified, the Grant Manager and departmental budget officer will collaboratively prepare the amendment(s) and submit it to the CFO for review, comment and approval. Once approved, the Grant Manager will forward the grant amendment(s) to the CEO for review, comment and approval. Upon approval, the Grant Manager will then submit the amendment to the grantor and negotiate the terms of the amendment as necessary and appropriate.

9.5 Grant Expenditure Reports

Refer to Section 2.3 for requirements pertaining to the preparation and filing of grant expenditure reports.

9.6 Allowable Costs

9.6.1 General Guidance

In general, charter school personnel must use the following guidance to determine if a cost is allowable.

52) 2 CFR 230, Appendix A and B

Refer to Section 5.1 for additional discussion of applicable requirements.

9.6.2 Specific Approval

Departmental budget officers and the Grant Manager must confirm that the cost was granted specific approval and/or was approved as a line item within the applicable grant budget. If a cost was not granted specific approval and it does not represent an ordinary and necessary public education expense, the departmental budget officer and grant manager must seek specific guidance of the allow ability of the cost in question from their independent auditor or regional education service center. As appropriate and necessary, the grant manager may contact the grantor agency for specific guidance. Any guidance received and used must be in writing.

9.7 Cash Management

Refer to Section 4.6 for cash management requirements specific to Federal grants and to Section 4 for cash management requirements generally applicable to charter school funds including Federal grant funds.

9.8 Period of Availability of Funds

Prior to approving any cost to a grant, the Business Manager will ensure that the cost pertains to the funding period applicable to the grant. A cost incurred prior to the start of the funding period

for the grant may be charged only if it was specifically approved by the grantor agency. Any cost incurred for services to be rendered must be allocated between the grant for the current funding period and the grant for the subsequent funding period if the contract period exceeds the funding period for the grant.

9.9 Prepayment of Costs

Due to the risk that the goods or services procured may not be received, the use of grant funds to prepay for a cost is prohibited except for costs attributed to air travel, conferences and staff development. However, in these instances, if a service is not received, the grant must be reimbursed for the cost incurred from local or other available funds.

9.10 Travel Expenses

Consistent with guidelines published by the Nevada State Administrative Manual, charter school personnel will limit the cost of travel to the amounts authorized therein. However, only the actual costs incurred for travel related activities may be charged to a grant.

9.11 Personnel Activity Reports

Charter school employees wholly or partially compensated from a Federal grant must prepare a personnel activity report. Refer to Sections 7.15 and 7.16 for further discussion of the applicable requirements.

9.12 Federal Procurements

Consistent with the procurement standards promulgated at 2 CFR 200.317 – 200.326 and in addition to the procedures discussed in Section 5.15.6, Purchasing Goods and Services – General, and Section 8, Professional and Contracted Services, the following procedures should be considered for any procurement from a Federal award. Additionally, officers and employees must reference the applicable procurement standards at 2 CFR 200 and relevant guidance when considering the use of Federal funds to purchase goods and services.

9.12.1 Standards of Conduct

When procuring goods and services, the following standards of conduct shall be observed in addition to those discussed in Section 5.15.3, Purchasing Ethics.

9.12.1.1 Conflict of Interest Defined

Board members, officers, employees and agents have a conflict of interest when any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

9.12.1.2 Participation Prohibited

Board members, officers, employees and agents are prohibited from participating in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.

9.12.1.3 Disclosure

Board members, officers, employees and agents should disclose any financial or other interest in or a tangible personal benefit from a firm considered for a contract.

9.12.1.4 Gratuities and Favors Prohibited

Board members, officers, employees and agents must neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.

9.12.1.5 Failure to Adhere

Officers and employees failing to adhere to the standards of conduct of this section may be disciplined, up to and including termination.

9.12.2 System for Award Management

Prior to making any purchase with Federal funds, officers and employees shall review the System for Award Management website (www.sam.gov) to ensure that the vendor is not an excluded vendor. A record of this review shall be created and maintained with each purchase.

9.12.3 Justification for Purchase

To avoid the acquisition of unnecessary or duplicative items, officers and employees must justify the use of Federal funds to purchase goods and services by identifying the goal or activity to which the purchase relates in the CIP. Refer to Sections 5.15.6.1, Step 1: Planning Purchases, and 5.15.6.3.1, Demonstrating Need for Good(s) and/or Service(s).

9.12.4 Economical Purchases

Officers and employees should consider consolidating or breaking out procurements to obtain a more economical purchase.

9.12.5 Determination of Most Economical Approach

If appropriate and feasible, officers and employees should analyze leasing and purchasing alternatives to determine the most economical approach.

9.12.6 Use of Certain Vendors

Micro-purchases shall be awarded to small and minority businesses and women's business enterprises when reasonable and possible. Refer to Section 5.15.6.4.3, Use of Certain Authorized Vendors.

9.12.7 Procurement by Micro-Purchase

Any purchase exceeding the micro-purchase threshold of \$3,500 must conform to the following procedures.

- (a) As applicable and appropriate, Micro-purchases must conform to the procedures discussed in Sections: 5.15.6.4.4, Purchases less than \$1,000; and 5.15.6.4.5, Purchases from \$1,000 to \$5,000.
- (b) Micro-purchases may be awarded without soliciting competitive quotations if the Superintendent or Chief Operating Officer consider the price to be reasonable.
- (c) An analysis of lease versus purchase alternatives is not necessary for micro-purchases.
- (d) Micro-purchases must be made from authorized vendors. Refer to Section 5.15.6.4.1, Use of Authorized Vendors.

- (e) To the degree feasible, micro-purchases must be distributed equitably among approved vendors.

9.12.8 Procurement by Small Purchase Procedures

Any purchase exceeding the micro-purchase threshold of \$3,500 but less than the simplified acquisition threshold of \$150,000 must conform, as applicable and appropriate, to the procedures discussed in Sections: 5.15.6.4.6, Purchases from \$1,000 to \$5,000; 5.15.6.4.7, Purchases from \$5,000 to \$10,000; 5.15.6.4.8, Purchases from \$10,000 to \$50,000; and 5.15.6.4.9, Purchases over \$50,000. Additionally, the procedures discussed in Section 8, Professional and Contracted Services, should be considered and observed.

9.12.9 Large Purchases

Any purchase exceeding the simplified acquisition threshold of \$150,000 must conform to the legal requirements promulgated in 2 CFR 200.320 for the following types of procurements:

- (f) Procurement by Sealed Bids; and
- (g) Procurement by Competitive Proposals.

The Chief Operating Officer shall be primarily responsible for ensuring compliance with the legal requirements applicable to these types of procurements and for creating and maintaining documentation demonstrating compliance with said requirements. Additionally, the procedures discussed in Section 8, Professional and Contracted Services, should be considered and observed.

9.12.10 Procurement by Noncompetitive Proposals

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- (h) The item is available only from a single source;
- (i) The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- (j) The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the non-Federal entity; or
- (k) After solicitation of a number of sources, competition is determined inadequate.

Refer to Section 5.15.9, Sole Source Purchases, for additional requirements.

9.12.11 Contract Provisions

In addition to the standard clauses used by the charter school, contracts conferred through a Federal award must also include the following terms and conditions.

- (l) Contracts for more than the simplified acquisition threshold must address administrative, contractual, or legal remedies in instances where contractors violate or breach contract terms, and provide for such sanctions and penalties as appropriate.

- (m) All contracts in excess of \$10,000 must address termination for cause and for convenience by the PTAA Charter School including the manner by which it will be effected and the basis for settlement.
- (n) Legal requirements promulgated under the Equal Employment Opportunity, Davis-Bacon Act, Copeland "Anti-Kickback" Act, Contract Work Hours and Safety Standards Act, Rights to Inventions Made Under a Contract or Agreement (37 CFR 401), Clean Air Act, Federal Water Pollution Control Act, Energy Policy and Conservation Act, Debarment and Suspension, Byrd Anti-Lobbying Amendment, and section 6002 of the Solid Waste Disposal Act, as amended by the Resource Conservation and Recovery Act.

To ensure compliance with this procedure and the pertinent legal requirements, charter school personnel should consult with legal counsel prior to issuing a contract under a Federal award.

9.12.12 Monitoring of Vendor Performance

Officers and employees must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Refer to Sections 5.15.6.7, Step 7: Receipt of Goods and Services, and 8.7, Monitoring of Provider Performance.

SECTION 10: ANNUAL AUDIT

Purpose

The purpose of this section is to identify the administrative process for conducting the annual audit of the charter school's accounts.

Applicability

This section applies to all of the assets, liabilities, net assets, revenues, expenses, cash inflows and cash outflows of the charter school(s).

Corporate Authority Reference

Articles of Incorporation (or Certificate of Formation)
Bylaws

Board Policy Reference

Board Policy Manual PG-5.5

10.1 Audit of Charter School

In accordance with Board policy and applicable law and generally accepted accounting principles, the annual audit will include the assets, liabilities, net assets, revenues, expenses, cash inflows and cash outflows of the charter school(s).

10.2 Primary Responsibility

The CEO is primarily responsible for the timely completion of the annual audit. Accordingly, the CEO will collaborate with the independent auditor selected by the Board to complete the annual audit and prepare and file the annual audit report.¹⁰ This includes the completion of the following activities.

- 53) As authorized by the Board, identifying an independent auditor for the Board's consideration.
- 54) Acting as the primary point of contact for the independent auditor.
- 55) Preparing a timeline for the completion of the annual audit including the Board's review and approval or disapproval of the annual audit report and the filing of the annual audit report.
- 56) Submitting to the Board the independent auditor's engagement letter and the timeline for completing the annual audit.
- 57) Preparing or causing to prepare the financial accounting reports and records and audit schedules requested and required by the independent auditor for the timely completion of the annual audit.

¹⁰ Refer to Section 2.2 for administrative requirements pertaining to the filing of the annual audit report.

- 58) Assembling or causing to assemble the administrative, business, contractual, financial, grant, governance, payroll, personnel, program, student attendance, student enrollment and/or charter school summary and source records requested and required by the independent auditor for the timely completion of the annual audit.
- 59) Disclosing or causing the disclosure of any and all significant and material business arrangements and transactions to the independent auditor.
- 60) Responding or causing the response to any and all inquiries by the independent auditor of any matter pertaining to the operation of the the charter school(s) and the related receipt and use of public funds.
- 61) Preparing or causing to prepare any corrective action plan responsive to any finding by the independent auditor.
- 62) Addressing any correspondence or other inquiries from the SPCSA regarding the content of the annual audit report including any findings reported by the independent auditor.

10.3 Role of the Independent Auditor

Consistent with generally accepted auditing standards and generally accepted government auditing standards, the independent auditor's role is to provide an independent assessment of and reasonable assurance about the fairness of the financial condition and results of operations of the charter school(s) pursuant to professional standards. Additionally, due to the charter school's role in public education, the independent auditor will also assess the CMO's system of internal controls and compliance with Federal and state laws and rules and contract and grant requirements.

10.4 Selection of Independent Auditor

10.4.1 Start of Selection Process

To avoid any delays to concluding the audit and filing the required report, the CEO is responsible for initiating the process for selecting an independent auditor no later than 30 calendar days before the conclusion of the fiscal year.

10.4.2 Re-Engagement of Prior Year Auditor

In accordance with Board policy and based on the performance of the prior year auditor, the CEO may propose the re-engagement of the prior year auditor based on evaluation of the following criteria.

- 63) The re-engagement of the independent auditor for the last five fiscal years.
- 64) The independent auditor's adherence to the prior year(s) timeline(s) for completing the annual audit and the timely filing of the annual audit report.
- 65) The results of the most recent peer review indicating that the independent auditor received an unqualified opinion preferably with no letter of comments.
- 66) The independent auditor's professional competence with regards to not-for-profit corporations, charter schools, the FASRG, , CFR Title 2, Parts 215 and 230, CFR Title 34,

OMB Circular No. A-133, and other applicable legal requirements and professional standards.

67) Documented instances in which the independent auditor made duplicate requests for records, personnel and information that was previously provided by an employee.

68) Documented instances of unprofessional conduct by the independent auditor.

10.4.4 Selection By Board

Within 30 calendar days after the start of the subsequent fiscal year, the CFO must submit a proposal to the Board recommending the audit firm selected for the audit of the prior fiscal year. The Board will then approve or reject the recommended audit firm.

10.5 Single Audit

In the event that the charter school, expends \$500,000 or more from Federal awards, the CFO will inform the Board that a single audit is required pursuant to OMB Circular No. A-133 and request the Board's approval for the independent auditor to conduct the single audit.

10.6 Preparation for the Annual Audit

In anticipation of the annual audit, the CFO will prepare or cause to be prepared a final set of summary accounting records for the independent auditor. This includes but is not necessarily limited to the following records.

69) Chart of accounts

70) Trial balance

71) Detailed general ledger

72) Payroll journal

73) Subsidiary ledgers

In addition to the summary accounting records enumerated above, the Business Manager will file and make readily available or cause to be filed and made readily available all of the source records supporting each transaction recorded.

As part of the annual closing of the accounting records, the Business Manager will record or cause to be recorded any adjusting journal entries or other record for any reclassification of assets, liabilities, revenues and expenses that are necessary to provide for an accurate, complete and consistent accounting of the charter school's operations.

10.7 Independent Auditor's Requests

To avoid the duplication of effort and to ensure the timely and complete response to the independent auditor's request for records, personnel and information, the CEO will require that the independent auditor provide written requests for any record or other information. The written requests will take the form of a log containing the following information.

- 74) Date of request
- 75) Record or other information requested¹¹
- 76) Name of requesting auditor
- 77) Name of employee to whom request was addressed
- 78) Date request was filled
- 79) Date record was returned
- 80) Initials of receiving employee

10.8 Concluding the Audit

At the conclusion of the audit, the Business Manager should ensure that all records were returned and should obtain a copy of all logs documenting the independent auditor's requests for records and other information. After the independent auditor has withdrawn from the field, the CEO should act as the only point of contact to ensure that any additional and outstanding requests for records and other information are addressed in a timely and complete manner.

10.9 Audit Adjustments

The CEO may exercise professional judgment and record all, some or none of the adjustments proposed by the independent auditor. In exercising this discretion, the CEO will be required to disclose to the CEO and the Board the rationale for not recording audit adjustments that are material to the financial statements.

10.10 Independent Auditor Findings and Other Observations

10.10.1 Open Audit Process

During the course of the audit, the CEO may reasonably expect that the independent auditor will work in an open manner and communicate any concerns or potential issues. Consistent with applicable audit standards, the CEO may reasonably expect that the independent auditor will not perform the annual audit with an "I got you" mentality but instead will work with employees to amicably address concerns or potential issues. To this end, the CEO should work closely with the independent auditor and conduct regular meetings during the audit to ensure that request for records and information are addressed timely and to discuss concerns and potential issues with the goal of clearing up any misunderstandings.

10.10.2 Addressing Auditor Concerns and Other Observations

During the course of the annual audit and prior to receiving a draft of the annual audit report, the CEO is responsible for addressing any initial concerns or observations made by the independent auditor. At the start of each day during the independent auditor's onsite visit, the CEO will meet with the independent auditor to discuss any concerns and the status of outstanding requests for records and information. Similarly, at the conclusion of each day, the CEO will meet with business office and other employees to discuss any concerns or potential issues and to provide leadership,

¹¹ The auditor should be as clear and specific as possible by providing the exact name of the record provided. Employees should quickly clarify any requests not readily understood.

direction and guidance in responding to the independent auditor's request for records and information.

10.10.3 Addressing Preliminary Findings

In the event that the independent auditor discloses findings in the annual audit report, the Business Manager should ensure that the finding is not the result of a failure to provide records or information. If this is the case, the Business Manager should gather and provide the records and information. However, if the finding is in fact due to a weakness in internal controls or to a failure to comply with a legal requirement, local policy, and/or administrative procedure, the Business Manager should draft a corrective action plan to address the finding. In the case of a finding of noncompliance, the CEO may solicit the counsel of an attorney or other expert (e.g., tax accountant) to address any perceived misinterpretation or misapplication of a law, rule or other legal requirement. The CEO should forward the corrective action plan and/or disagreement with the finding to the CEO for review and comment. The approved corrective action plan and response to each finding should be forwarded to the independent auditor.

10.10.4 Disagreement with Final Findings

In the event that the independent auditor discloses findings in the annual audit report presented to the Board, the CEO may present to the Board his disagreement with the finding including any documentary evidence to that effect. The independent auditor should be requested to be present to present his report and findings to the Board. After hearing the independent auditor and the CEO, the Board may deliberate the content of the annual audit report. Thereafter, the Board will either approve or disapprove the annual audit report. If the Board disapproves the annual audit report, the CEO should draft the written statement describing the Board's disapproval. If the Board approves the annual audit report, the CEO should prepare a corrective action plan addressing the finding or take any other action as directed by the Board.

10.12 Financial Ethics: Fraud, Waste and Abuse

PTAA prohibits fraud and financial impropriety in the actions of its directors, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with PTAA.

Fraud and financial impropriety shall include but not be limited to:

- Forgery or unauthorized alteration of any document or account belonging to PTAA;
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document;
- Misappropriation of funds, securities, supplies, or other school assets, including employee time;
- Impropriety in the handling of money or reporting of PTAA's financial transactions;
- Profiteering as a result of insider knowledge of school information or activities;
- Unauthorized disclosure of confidential or proprietary information to outside parties;
- Unauthorized disclosure of investment activities engaged in or contemplated by PTAA;
- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to PTAA, except as otherwise permitted by law or PTAA policy;
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment;
- Failure to provide financial records required by state or local entities;
- Failure to disclose conflicts of interest as required by law or PTAA policy; or
- Any other dishonest act regarding the finances of PTAA.

Any person who suspects fraud or financial impropriety shall report the suspicions immediately to any supervisor, the Superintendent or designee, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety will be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

Neither the Board of Directors nor any PTAA employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

If an employee is found to have committed fraud or financial impropriety, the Superintendent or designee or the Board of Directors shall take or recommend appropriate disciplinary action, which may include termination of employment and, when circumstances warrant, referral to appropriate law enforcement or regulatory authorities.

APPENDIX A: ETHICS CONFLICT OF INTEREST AND NEPOTISM POLICY

Ethics, Conflict of Interest, & Nepotism Policy

Pioneer Technology Arts & Academy

Preamble

This Policy is adopted by the Board of Directors (collectively, the “Board” or the “Directors” and individually a “Director”) of Pioneer Technology Arts & Academy. The Board is committed to maintaining the highest legal and ethical standards in the conduct of the business of Pioneer Technology Arts & Academy and to protecting the integrity and reputation of Pioneer Technology Arts & Academy, the Board and all the employees, volunteers and programs of Pioneer Technology Arts & Academy.

Under established principles of law and sound business ethics, the Directors and Officers (as defined below) of Pioneer Technology Arts & Academy are responsible for exercising their duties honestly, in good faith, and with a high standard of diligence and care. Accordingly, the Directors and Officers have an obligation to keep the welfare of Pioneer Technology Arts & Academy at all times paramount in order to ensure that they 1) do not compromise their independence of judgment, 2) preserve confidence and trust in the organization and the Board, and 3) protect and fulfill the mission of Pioneer Technology Arts & Academy. Every Director and Officer of Pioneer Technology Arts & Academy has a duty of loyalty to Pioneer Technology Arts & Academy. Therefore, activities and financial interests must be arranged so as not to interfere with the primacy of that commitment. This Policy will assist Directors and Officers as they identify actual or potential conflicts of interest and will provide the Board with a procedure to address any conflicts. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations.

I. Ethical Principles

A. Personal and Professional Integrity. Directors and Officers, as well as employees, volunteers, and advisors of Pioneer Technology Arts & Academy, must conduct themselves in an honest and ethical manner, including the ethical handling of actual or apparent conflicts of interest, as set forth below.

B. Financial Stewardship. Pioneer Technology Arts & Academy manages its funds responsibly and prudently. It oversees the funds entrusted to it consistent with state and federal law and consistent with donor intent to support the purpose and mission of Pioneer Technology Arts & Academy and the students and community in which it operates. It ensures that all spending practices and policies are reasonable and appropriate and all financial reports are factually accurate and complete in all material respects. As a tax-exempt public charter school, Pioneer Technology Arts & Academy uses and expends its funds in a manner that advances the educational mission and objectives of Pioneer Technology Arts & Academy and not the private interests of Directors or Officers.

C. Public Accountability. Pioneer Technology Arts & Academy provides comprehensive and timely information in accordance with applicable state and federal law and is responsive to reasonable requests for information about its activities. Basic informational data about Pioneer Technology Arts & Academy such as the IRS Form 990, audited financial statements and Annual

Financial and Compliance Report shall be made available to the public in accordance with applicable state and federal law.

D. Accuracy and Retention of Records. Pioneer Technology Arts & Academy will create and maintain records that satisfy operational and legal requirements including federal, state and local laws.

E. Political Activities. As a 501(c)(3) tax-exempt public charter school, Pioneer Technology Arts & Academy is prohibited from engaging in political activities and its tax-exempt status is in part dependent upon whether it conducts political activities. Anyone serving as a Director, Officer, employee, volunteer, vendor or contractor must not use their relationship with Pioneer Technology Arts & Academy to promote or oppose candidates or parties or to create the appearance that Pioneer Technology Arts & Academy endorses or opposes a candidate or party for elected office.

F. Endorsements and Use of Pioneer Technology Arts & Academy Name and Affiliation. Pioneer Technology Arts & Academy's name, logo, letterhead or other intellectual property may not be used by any person to endorse or gain support for a cause without prior authorization in writing from the Pioneer Technology Arts & Academy Board.

G. Questions, Concerns or Reports of Violations. Questions or concerns should be directed to one or more of the following: the Chairman of the Board of Directors or the Chief Executive Officer. If a Director, Officer, employee, volunteer or contractor believes a colleague is violating the obligations or expectations of this Policy, or is otherwise acting in an illegal or unethical manner, it is his/her duty to report it. Doing so is not an act of disloyalty, but of loyalty to Pioneer Technology Arts & Academy and the principles that it intends to uphold and the type of community it seeks to foster. A report also safeguards the reputation and assets of Pioneer Technology Arts & Academy, and can safeguard an individual from criminal, civil or disciplinary action for failure to report a crime or ethical lapse.

H. Staff Obligations. In addition to this Policy, staff members shall also be obliged to conduct themselves in accordance with, among other things, the employee policies of Pioneer Technology Arts & Academy.

II. Conflicts of Interest & Ethics

A. Statement on State Law. Pioneer Technology Arts & Academy and its Officers and Directors shall comply with state law governing conflicts of interest among charter school board members and officers, NRS 388A, NAC 388A and NRS 281 including but not limited to the following:

a. A Board member or employee shall not seek or accept any gift, service, favor, employment, engagement, emolument or economic opportunity, for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity, which would tend improperly to influence a reasonable person in the Board member or employee's position to depart from the faithful and impartial discharge of the Board member or employee's public duties.

b. A Board member or employee shall not use the Board or employee's position to secure or grant unwarranted privileges, preferences, exemptions or advantages for the Board member or employee, any business entity in which the Board member or employee has a significant pecuniary interest or any person to whom the Board member or employee has a commitment in

a private capacity. As used in this subsection, “unwarranted” means without justification or adequate reason.

c. A Board member or employee shall not participate as an agent of the charter school in the negotiation or execution of a contract between the charter school and the Board member or employee, any business entity in which the Board member or employee has a significant pecuniary interest or any person to whom the Board member or employee has a commitment in a private capacity.

d. A Board member or employee shall not accept any salary, retainer, augmentation, expense allowance or other compensation from any private source, for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity, for the performance of the Board member’s or employee’s duties as a Board member or employee.

e. If a Board member or employee acquires, through the Board member’s or employee’s public duties or relationships, any information which by law or practice is not at the time available to people generally, the Board member or employee shall not use the information to further a significant pecuniary interest of the Board member or employee or any other person or business entity.

f. A Board member or employee shall not suppress any charter school report or other official document because it might tend to affect unfavorably a significant pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity.

g. A Board member or employee shall not use charter school time, property, equipment or other facility to benefit a significant personal or pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity. This subsection does not prohibit:

(1) A limited use of charter school property, equipment or other facility for personal purposes if:

(i) The Board member or employee who is responsible for and has authority to authorize the use of such property, equipment or other facility has established a policy allowing the use or the use is necessary as a result of emergency circumstances;

(ii) The use does not interfere with the performance of the Board member’s or employee’s public duties;

(iii) The cost or value related to the use is nominal; and

iv) The use does not create the appearance of impropriety; or

(3) The use of telephones or other means of communication if there is not a special charge for that use. If a governmental agency incurs a cost as a result of a use that is authorized pursuant to this subsection or would ordinarily charge a member of the general public for the use, the Board member or employee shall promptly reimburse the cost or pay the charge to the governmental agency.

h. A Board member or employee shall not attempt to benefit a significant personal or pecuniary interest of the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity through the influence of a subordinate.

i. A Board member or employee shall not seek other employment or contracts for the Board member or employee or any person to whom the Board member or employee has a commitment in a private capacity through the use of the Board member’s or employee’s official position.

B. Statement on Federal Law. In addition to state laws described herein, Pioneer Technology Arts & Academy and its Officers and Directors shall comply with the federal regulations regarding private benefit and excess benefit transactions as described in Section §4958 of the Internal

Revenue Code and 26 CFR 53.4958 (the “federal tax rules”) when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a Director or Officer or other individual deemed to be a disqualified person under the federal tax rules. A “disqualified person” includes Directors and Officers and any person who is in a position to exercise substantial influence over the affairs of the organization. A “disqualified person” includes Family (as defined below) of the disqualified person. For compliance purpose, where state and federal regulations concerning conflicts of interest vary, Pioneer Technology Arts & Academy and its Officer and Directors shall comply with the most restrictive requirement.

i. Interested Person.

Any Director or Officer, employee, or member of a committee with powers delegated by the Board who has a direct or indirect Interest, as defined below, is an “Interested Person.”

(1) A person has an “Interest” if the person has, directly or indirectly, through business, investment, or Family:

(a) an ownership or investment interest, directly or indirectly, in any entity with which Pioneer Technology Arts & Academy has a transaction or arrangement,

(b) a compensation arrangement with Pioneer Technology Arts & Academy or with any entity or individual with which the School has a transaction or arrangement, or

(c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(2) “Compensation” is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial.

(3) A person has an “Interest” if the person has a substantial interest in a business entity or a substantial interest in real property as described in Section II.A(ii) above.

ii. Interested Person with Conflict of Interest.

An Interested Person shall have a Conflict of Interest (as defined below) only if the Board or the appropriate committee determines that a Conflict of Interest exists in accordance with the procedures set forth below.

C. Conflict of Interest Procedures

i. Duty of Prior Disclosure.

In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes. In any event, the disclosure of any actual or potential conflict of interest by an Interested Person should occur prior to any consideration of the proposed transaction by the Board.

(1) Transaction Not Subject to Board Action. An Interested Person with any actual or potential conflict of interest with respect to a transaction or arrangement that is not the subject of Board

action shall disclose to the Chief Executive Officer/Superintendent or designee. Such disclosure shall be made as soon as the Interest is known to the Interested Person.

(2) Untimely Disclosure. If an Interested Person fails to disclose the Interest before the Board acts on a transaction as to which a Director has an Interest, then the Interested Person shall promptly submit a written statement to the Board setting forth all material facts regarding the Interest, along with an explanation concerning the untimely nature of the notice.

(3) Failure to Disclose. If the Board has reasonable cause to believe that an Interested Person failed to disclose an Interest, the Board shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. After hearing the Interested Person's explanation and conducting such investigation as may be warranted under the circumstances, the Board may determine that the Interested Person failed to disclose an actual Conflict of Interest. In such event, the Board shall vote on the appropriate corrective action.

ii. Determining Whether a Conflict of Interest Exists.

After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made by disinterested Directors as to whether a conflict of interest ("Conflict of Interest") exists. No Director shall vote on any matter in which he or she has a Conflict of Interest.

iii. Vote by Disinterested Directors.

(1) Nonparticipation of Directors with Conflict. A Director who has a Conflict of Interest shall neither vote nor participate in, nor be permitted to hear the Board's discussion of the matter, except to disclose material facts and to respond to questions. Such Director shall not attempt to exert his or her influence with respect to the matter, either before, during or outside of the Board meeting.

(2) Action by Disinterested Directors. If the Board concludes that a Conflict of Interest exists, the Board shall determine by voting whether the transaction should be authorized, approved or ratified. The vote shall be conducted as follows:

(a) Except as otherwise permitted by law, Directors with a Conflict of Interest shall leave the room in which the meeting is conducted.

(b) Except as otherwise allowed by law and as set forth in Section A(ii)(3), a majority of the disinterested Directors, without regard to any quorum requirement, must vote affirmatively for the transaction to be authorized, approved or ratified. However, a transaction cannot be authorized, approved or ratified by a single Director.

(3) Vote Not Disallowed by Presence of Directors with a Conflict. The presence of, or a vote cast by, a Director with a Conflict of Interest in a transaction does not affect the validity of a vote regarding the transaction if the transaction is otherwise authorized, approved or ratified as prescribed herein.

(4) Circumstances in which Comparability Data is Necessary. If the transaction involves compensation for services of a Director, an Officer, or other individual deemed to be a disqualified person (as defined above) under the federal tax rules, or if the transaction involves the transfer of property or other benefit to a Director, Officer, or other individual deemed to be a disqualified

person under the federal tax rules, the disinterested Directors or committee must determine that the value of the economic benefit provided by Pioneer Technology Arts & Academy to the Interested Person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(a) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(b) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested Directors or committee members whether the transaction or arrangement is fair and reasonable to Pioneer Technology Arts & Academy. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(c) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of the Board minutes in accordance with Section (iv) below.

iv. Documentation.

The Board Secretary shall keep accurate minutes reporting:

(1) Interest Disclosed; Determination of Conflict of Interest. That the Interested Person(s) disclosed the Interest and the Board determined whether a Conflict of Interest exists. The minutes should include:

(a) The name(s) of the person(s) who disclosed or otherwise were found to have an Interest in connection with an actual or possible conflict of interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

(2) Nonparticipation of Directors with Conflict. That the Director or Directors with an Interest or a Conflict of Interest left the room and did not participate in the determination of whether a Conflict of Interest exists or the vote regarding the transaction or arrangement;

(3) Comparability Data. The Comparability Data considered and relied upon by the Board in its consideration of the transaction or arrangement; and

(4) Vote of Disinterested Directors. That the remaining disinterested Directors reviewed the Transaction and voted upon it, and the result of their vote.

D. Compensation. A Director who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy for services is precluded from voting on matters pertaining to that Director's compensation.

i. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy for services is precluded from voting on matters pertaining to that member's compensation.

ii. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Pioneer Technology Arts & Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

E. Definitions. The following terms shall have the following meaning:

i. **Director or Officer.** A member of the governing body of a charter school, or an officer of a charter school. An officer means a person charged with the duties of, or acting as, a chief executive officer, a central administration officer, a campus administration officer, or a business manager, regardless of whether the person is an employee or contractor of a, charter school, CMO, management company, or any other person; or a volunteer working under the direction of, charter school, or CMO.

ii. **Business entity.** A sole proprietorship, partnership, firm, corporation, holding company, joint-stock company, receivership, trust, agency, political subdivision, or any other entity recognized by law.

iii. **Substantial interest in business entity.** A person has a substantial interest in a business entity if: (1) the person owns 10% or more of the voting stock or shares of the business entity or owns either 10% or more or \$15,000 or more of the fair market value of the business entity; or (2) funds received by the person from the business entity exceed 10% of the person's gross income for the previous year.

iv. **Substantial interest in real estate.** A person has a substantial interest in real estate if the interest is an equitable or legal ownership with a fair market value of \$2,500 or more.

v. **Substantial interest through a relative or family member.** A Director or Officer is considered to have a substantial interest under this section if a person related to the Director or Officer within the third degree by consanguinity or the second degree by affinity, (as defined below) has a substantial interest under this section.

vi. **Family.** Family means a disqualified person's spouse, siblings, spouses of siblings, ancestors, children, grandchildren, great grandchildren, and spouses of children, grandchildren, and great grandchildren.

III. Nepotism

A. Nepotism Generally Prohibited A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual that is to be directly or indirectly compensated from public funds or fees of office, if:

- i. The person is related to the Director or Officer by consanguinity (blood) within the third degree or by affinity (marriage) within the second degree (as defined below); or
- ii. The Director or Officer holds the appointment or confirmation authority as a member of a local board and the person is related to another member of the board by blood or marriage within a prohibited degree.

C. Independent Contractors. The nepotism law governs the hiring of an individual, whether the individual is hired as an employee or as an independent contractor.

D. Payment to Prohibited Person. A Director or Officer may not approve an account or draw or authorize the drawing of a warrant or order to pay the compensation of an ineligible person if the Director or Officer knows the person is ineligible.

E. Relation by Consanguinity. Two persons are related to each other by consanguinity (blood) if one is a descendant of the other or if they share a common ancestor. An adopted child is considered to be a child of the adoptive parents for this purpose.

F. Third Degree of Consanguinity. An individual's relatives within the third degree by consanguinity are the individual's:

- i. Parent or child (first degree);
- ii. Brother, sister, grandparent, or grandchild (second degree); and
- iii. Great-grandparent, great-grandchild, aunt or uncle (who is a sibling of a parent of the person), nephew or niece (who is a child of a brother or sister of the person) (third degree).

Note: There is no distinction under the nepotism statute between half-blood and full-blood relations. Thus, half-blood relationships fall within the same degree as those of the full blood.

G. Relation by Affinity. Two persons are related to each other by affinity (marriage) if they are married to each other or if the spouse of one of the persons is related by consanguinity to the other person. The ending of a marriage by divorce or the death of a spouse ends relationships by affinity created by that marriage unless a child of the marriage is living, in which case the marriage is considered to continue as long as a child of that marriage lives. This provision applies to a Board member or Officer only until the youngest child of the marriage reaches the age of 21 years.

H. First Degree of Affinity. A husband and wife are related to each other in the first degree by affinity. For other relationships, the degree of affinity is the same as the degree of the underlying relationship by consanguinity. For example, if two persons are related to each other in the second degree by consanguinity, the spouse of one of the persons is related to the other person in the second degree by affinity.

I. Second Degree of Affinity. A person's relatives within the second degree by affinity are:

- i. The person's spouse;
- ii. Anyone related by consanguinity to the person's spouse within the first or second degree; and
- iii. The spouse of anyone related to the person by consanguinity within the first or second degree.

J. Existing Employees/Continuous Employment. The nepotism prohibitions do not apply to the appointment of a person to a position if the person is employed in the position immediately before the election or appointment of the Director or Officer to whom the person is related in a prohibited degree and that prior employment is continuous for at least:

- i. Thirty days, if the Director or Officer is appointed; or
- ii. Six months, if the Director or Officer is elected.

K. Retired Teachers. A teacher who has retired from a full-time, certified teacher position has broken his or her employment with Pioneer Technology Arts & Academy and does not qualify for the continuous-employment exception to the nepotism laws.

L. Continuous Employment Exception. For purposes of calculating the appropriate date for the applicability of the continuous-employment exception, a superintendent with final authority to select personnel is an appointed Director or Officer. If an employee continues in a position under this exception, the Director or Officer to whom the employee is related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, employment, reemployment, change in status, compensation, or dismissal of the employee, if the action applies only to the employee and is not taken regarding a bona fide class or category of employees. A "change in status" includes a reassignment within an organization, whether or not a change in salary level accompanies the reassignment. For an action to be "taken with respect to a bona fide category of employees," the officeholder's action must be based on objective criteria, which do not allow for the preference or discretion of the officeholder. The nepotism prohibitions do not apply to appointment or employment of a substitute teacher.

M. Trading Prohibited. A Director or Officer may not hire, select, appoint, confirm the appointment of, or vote for the hiring, selection, appointment, or confirmation of an individual to a charter position in which the individual's services are under the Director or Officer's direction or control if:

- i. The person is related to another Director or Officer within the prohibited degree; and
- ii. The appointment would be carried out in whole or in partial consideration for the other Director or Officer's hiring, selecting, appointing, confirming, or voting for an individual who is related to the first Director or Officer within a prohibited degree.

N. Source of Funding Irrelevant. The rules against nepotism apply to employees paid with public funds, regardless of the source of those funds. Thus, the rules apply in the case of a teacher paid with funds from a federal grant.

O. Nepotism Exceptions. A Director or Officer related in a prohibited degree may not participate in any deliberation or voting on the appointment, reappointment, or confirmation of same,

employment, reemployment, change in status, compensation, or dismissal of an individual, unless the action is taken regarding a bona fide class or category of employees.

P. Enforcement of Nepotism Prohibitions. In accordance with state law, a Director or Officer who violates the nepotism regulations shall be removed from office by the Board of Directors of Pioneer Technology Arts & Academy. A failure to thus remove is a material charter violation.

i. Removal must be in accordance with the Articles and Bylaws of Pioneer Technology Arts & Academy and in accordance with the terms of the charter and other state and federal law.

ii. A Director or Officer violating the nepotism laws may also be removed by the Attorney General and may be subject to criminal and other penalties.

IV. Confidentiality

A. No Improper Disclosure. A Director and Officer shall exercise care not to disclose Confidential Information. Confidential Information is information deemed confidential by law, and any information not generally known or publicly available or that Pioneer Technology Arts & Academy maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally and any information that the Board or Pioneer Technology Arts & Academy otherwise determines or deems as Confidential Information.

B. No Use of Information for Personal Benefit. A Director shall not use Pioneer Technology Arts & Academy property, Confidential Information or the status of his or her position to solicit business for others or in any other manner obtain a private financial, social or political benefit.

V. Disclosure and Annual Review

A. New Directors and Officers. Each new Director and Officer shall review a copy of this Policy and shall complete the Annual Statement of Disclosure and Compliance attached hereto.

B. Periodic Review. To ensure that Pioneer Technology Arts & Academy does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to Pioneer Technology Arts & Academy's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

C. Annual Review. Each Director and Officer shall annually complete the Annual Statement of Disclosure and Compliance. The Board shall treat completed Annual Statements of Disclosure and Compliance as Confidential Information to the extent permitted by law.

Adopted the __01__ day of ____, 2021

APPENDIX B: ANNUAL STATEMENT OF DISCLOSURE AND COMPLIANCE

Annual Statement of Disclosure and Compliance

Name: _____

Position: _____

Please describe below any relationships, positions, or circumstances in which you are involved that you believe could be considered an Interest or that might be perceived as an actual or possible Conflict of Interest as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest and Nepotism Policy. Please also describe any familial relationships that would qualify as relationships within the prohibited degree as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest and Nepotism Policy.

I am involved in no activity, relationship, position or circumstance that could be considered an Interest or might be perceived as an actual or possible Conflict of Interest as defined in the Pioneer Technology Arts & Academy's Ethics, Conflict of Interest and Nepotism Policy. I do not have any familial relationships that would qualify as relationships within the prohibited degree as defined in the Pioneer Technology Arts & Academy Ethics, Conflict of Interest, and Nepotism Policy.

I hereby certify that the information as set forth above is true and complete to the best of my knowledge. I have reviewed and agree to abide by the Ethics, Conflict of Interest and Nepotism Policy of Pioneer Technology Arts & Academy that is currently in effect.

Signature: _____

Date: _____

The following pages contain forms that may be used for compliance with disclosure requirements discussed above.

•

LOCAL GOVERNMENT OFFICER CONFLICTS DISCLOSURE STATEMENT

Section 176.003 of the Local Government Code requires certain local government officers to file this form. A "local government officer" is defined as a member of the governing body of a local governmental entity; a director, superintendent, administrator, president, or other person designated as the executive officer of the local governmental entity; or an employee of a local governmental entity with respect to whom the local governmental entity has, in accordance with Section 176.005, extended the requirements of Sections 176.003 and 176.004. This form is required to be filed with the records administrator of the local governmental entity not later than 5 p.m. on the seventh business day after the date on which the officer becomes aware of the facts that require the filing of this statement.

A local government officer commits an offense if the officer knowingly violates Section 176.003, Local Government Code. An offense under this section is a Class C misdemeanor.

Please refer to chapter 176 of the Local Government Code for detailed information regarding the requirement to file this form.

INSTRUCTIONS FOR COMPLETING THIS FORM

The following numbers correspond to the numbered boxes on the other side.

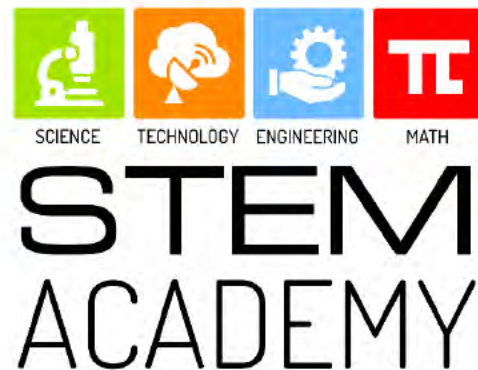
- 1. Name of Local Government Officer.** Enter the name of the local government officer filing this statement.
- 2. Office Held.** Enter the name of the office held by the local government officer filing this statement.
- 3. Name of person described by Sections 176.002(a) and 176.003(a), Local Government Code.** Enter the name of the person described by Section 176.002, Local Government Code with whom the officer has an employment or other business relationship as described by Section 176.003(a), Local Government Code.
- 4. Description of the nature and extent of employment or business relationship with person named in item 3.** Describe the nature and extent of the employment or other business relationship with the person in item 3 as described by Section 176.003(a), Local Government Code.
- 5. List gifts accepted, excluding gifts described by Section 176.003(a-1), if aggregate value of the gifts accepted from person named in item 3 exceed \$250.** List gifts accepted during the 12-month period (described by Section 176.003(a), Local Government Code) by the local government officer or family member of the officer, excluding gifts described by Section 176.003(a-1), from the person named in item 3 that in the aggregate exceed \$250 in value.
- 6. Affidavit.** Signature of local government officer.



PTAA/Nevada

ATTACHMENT 28

Board Policy Manual





Nevada Charter School Board Manual

2021-2022

Note: This is work in progress Board Manual. PTAA Nevada is actively working with local Counsel to make this Nevada specific. This document will get continuously tweaked during Incubation period. This is provided as an attachment to show the depth of board manual that will be in place at PTAA Nevada.

SECTION 1- GOVERNANCE

Section 1.1. Board Authority, Roles and Responsibilities

Charter School Authority

Pioneer Technology & Arts Academy is governed under the governing structure described by its charter.

Responsibility for Pioneer Technology & Arts Academy

Primary Responsibilities. The Board of Directors of Pioneer Technology & Arts Academy has the primary responsibility for:

- (1) Implementing the public school program authorized by the Pioneer Technology & Arts Academy charter and
- (2) Ensuring the performance of students enrolled in Pioneer Technology & Arts Academy.

Board Authority. The Board of Directors derives its authority to operate the Pioneer Technology & Arts Academy charter school from the Chapter 388A of the Nevada Revised Statutes and its Nevada charter contract with the Nevada State Public Charter School Authority (“SPCSA”).

The Board of Directors shall, acting as a body corporate in meetings posted in compliance with Chapter 241 of the Nevada Revised Statutes or Nevada Nevada Open Meeting Law.

Accountability for Delegated Powers and Duties. The Board of Directors remains responsible for the management, operation, and accountability of the Pioneer Technology & Arts Academy charter schools, regardless of whether the Board of Directors delegates any of its powers or duties.

Section 1.2 Board Policy and Administration Procedures

Management by Board of Directors

In accordance with applicable law, the Board of Directors (“Board”) shall manage the affairs of Pioneer Technology & Arts Academy (“School”).

Management Through Board Policy and Delegation

The Board shall manage the day-to-day affairs of the School through authorized delegation and the adoption of policies conforming to applicable law and offering best practices.

Oversight of Daily Operations

The Board’s daily oversight and management of the School shall be through a chief executive officer, titled Superintendent. As the Board’s representative, the Superintendent shall oversee and be responsible for the daily implementation of Board adopted policies, plans, budgets and other actions and resolutions and will report to the Board.

Board Policy to Supplement Law and Rules

The policies adopted by the Board shall not supersede and are not in lieu of the legal requirements set out in state and Federal law and rule. Instead, Board policy shall supplement existing legal requirements by providing direction to the Superintendent and School personnel, parents, students and other affected parties in the conduct of the affairs of the School and in facilitating the School’s compliance with state and Federal law and rule. In any instance in which Board policy conflicts with state and Federal law or rule, the pertinent legal requirement will govern and control.

Policy Development and Adoption

In collaboration with Board members, School personnel, legal counsel, parents, and the public at large, the Superintendent may develop and propose to the Board policies that address legal requirements and/or best practices. In its sole discretion, the Board may consider and adopt the policy recommended by the Superintendent. A policy shall be adopted and become effective upon favorable approval by a majority of the Board members present and constituting a quorum at a regular or special meeting of the Board. The Board may amend the policy and/or adopt a policy with a later effective date if a majority of the Board designates a later adoption.

Non-Substantive Edits to Policies

The Superintendent may make non-substantive and otherwise inconsequential changes to adopted Board policies to ensure consistency with existing laws and rules (e.g., to include valid legal citations) and the School’s organizational structure and operations (e.g., to reference appropriate titles and departments). Legal counsel shall review any and all changes to Board policy by the Superintendent to identify edits that alter the intent

of the Board. The Superintendent shall, at the first regular board meeting opportunity, inform the Board of any changes made to policies passed by the Board and shall provide the Board an opportunity through appropriate agenda item to override any changes made.

Implementation of Board Policy Through Administrative Procedures

The Superintendent or designee shall implement Board policy through administrative procedures which may include, but are not limited to the development and adoption of forms, department guides, manuals and/or handbooks. The Superintendent or designee may consult with School personnel, legal counsel or other qualified professionals in the preparation of the administrative procedures.

Superintendent or designee may amend administrative procedures as needed in conformance with Board policy and law. Should administrative procedure and policy conflict, policy will prevail except in instances where an administrative procedure has been reviewed and adopted by the Board subsequent to the approval of the underlying and conflicting Board policy.

The Superintendent or designee shall provide instruction, training, and supervision to School personnel in the implementation of Board policy and corresponding administrative procedures and shall ensure that Board policy and administrative procedures are provided and available to School personnel, parents, students and other affected parties.

Official Board Policies and Administrative Procedures

The Superintendent shall maintain the original and official policies and administrative procedures adopted by the Board and the corresponding administrative procedures approved by the Superintendent in the central administrative office. In the event that a conflict arises between copies of a Board policy or administrative procedure, the official copy shall prevail as the authoritative record.

Accessibility of Policies and Procedures

Board policies shall be made accessible to the public at large on the School's website and at the School's central administrative office. Administrative procedures shall be made available to the public at large. Board policies and the administrative procedures implementing Board policy shall be provided and otherwise made readily accessible to all School personnel.

Campus and Department Procedures

Individual School campuses and departments may develop campus or departmental procedures, guides or manuals implementing and not conflicting with Board policy or administrative procedures.

Section 1.3 Orientation and Training

Orientation

Newly elected or appointed members to the Board of Directors (“Board”) shall participate in a local orientation session to familiarize the new Board member with the Pioneer Technology & Arts Academy’s organization, the Articles of Incorporation, Bylaws, Board policy, and applicable law.

Training

Unless exempted pursuant to applicable law, each new member of the Board must complete an introductory required training course consisting of 12 instructional hours, excluding breaks, administrative tasks, and other non-instructional time, delivered by a registered course. The training course may not use self-instructional materials, unless as otherwise provided.

Timeline for Completion

Each new member of the Board must complete the required training within one calendar year of election or appointment to the Board.

Required Course Content

The required training shall, without limitation, include instruction in:

- (a) Basic school law;
- (b) Basic school finance;
- (c) Health and safety issues;
- (d) Accountability requirements related to the use of public funds;
- (e) Other requirements relating to accountability to the public;
- (f) Open meetings requirements; and
- (g) Requirements relating to public records.

Continuing Training

Each Board member who has completed required training shall annually thereafter receive six hours of training, as prescribed by the Board. A Board member may carry over as much as 25 percent of annual continuing training hours earned in excess of the required amount to meet the following year's training requirements.

Exceptions and Exemptions

The Board may adopt a resolution permitting individual members to meet the prescribed training through an alternate training program.

Section 1.4. Board Authority, Roles, and Responsibilities

Nondelegable Duties. The Board of Directors ("Board") of Pioneer Technology & Arts Academy ("School") shall not delegate the following duties:

- (1) Final authority to hear or decide employee grievances, citizen complaints, or parental concerns;
- (2) Final authority to adopt or amend the budget of the School, or to authorize the expenditure or obligation of state funds or the use of public property;
- (3) Final authority to direct the disposition or safekeeping of public records, except that the Board may delegate this function to any person, subject to the Board's superior right of immediate access to, control over, and possession of such records;
- (4) Final authority to adopt policies governing School operations;
- (5) Final authority to approve audit reports; and
- (6) Initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for the School's superintendent.

Section 1.5. Code of Conduct and Ethics

Status and Use of State Funds; No Multi-Year Fiscal Obligation

State funds received by the School are public funds for all purposes under state law, and may be used only for a purpose for which a public charter school may use such funds in accordance with law. Any use or application of such funds not

for the benefit of the public charter school constitutes misuse and misapplication of public funds and is subject to the civil and criminal laws.

- (h) Pending their use, state funds received by the School must be deposited certified public depository.

Investment of State Funds

The School may only invest state funds in accordance with Nevada law.

Nevada Section 1.6 Record of Compliance and Disclosure of Non-Compliance

Record of Compliance

All Members of Governing Bodies of Charter Schools, Chief Executive and Central Administrative Officers, Campus Administrative Officers, and Business Managers shall comply with initial and annual training requirements established by the Board or administration or required by law. Pioneer Technology & Arts Academy ("School") shall document compliance with these requirements.

Continued Service

Continued service as a Directors or Officer, is conditioned on satisfaction of prescribed training requirements .

Audit Disclosure

The School shall create and maintain a public record of the training activities of all Directors and Officers.

Section 1.7 ?????

Section 1.8 Gift and Charitable Contributions

Purpose

This Policy applies to all gifts received by Pioneer Technology & Arts Academy for any of its schools, programs or services. This Policy governs the acceptance of gifts made to Pioneer Technology & Arts Academy or for the benefit of any of its schools or programs.

As a Nevada Nevadanot-for-profit corporation exempt as a public charity under Section

501(c)(3) of the Internal Revenue Code, Pioneer Technology & Arts Academy encourages the solicitation and acceptance of gifts for purposes that will assist Pioneer Technology & Arts Academy to further and fulfill its mission. Pioneer Technology & Arts Academy

Restrictions on Gifts

Pioneer Technology & Arts Academy will accept unrestricted gifts, and gifts for specific schools, programs and purposes, provided that such gifts are consistent with Pioneer Technology & Arts Academy's mission, purposes, and priorities. Pioneer Technology & Arts Academy will not accept gifts that are too restrictive in purpose. Gifts that are too restrictive are those that violate the charitable and educational trust of Pioneer Technology & Arts Academy, or that are accompanied by an improper economic benefit to the donor or vest the donor with inappropriate control or influence. The Board shall make all final decisions on the restrictive nature of a gift and its acceptance or refusal.

Gift Acceptance Committee

The Board may delegate review of gifts made to Pioneer Technology & Arts Academy and authority to carry out certain terms of this Policy to the Finance Committee or Superintendent. The Superintendent or Finance Committee, if delegated such responsibility, shall Pioneer Technology & Arts Academy make recommendations to the Board on gift acceptance and related issues.

Use of Legal Counsel and Other Professional Assistance

Pioneer Technology & Arts Academy may seek the advice of legal counsel or other professional advisors (such as an accountant, financial advisor or professional money manager) relating to the acceptance of certain types of gifts. Generally, Pioneer Technology & Arts Academy shall seek the advice of legal counsel in all matters pertaining to the acceptance of any gift which may have adverse legal, ethical (including a potential conflict of interest), or other consequence of concern to Pioneer Technology & Arts Academy.

All prospective donors shall be urged and encouraged by Pioneer Technology & Arts Academy to seek and secure the assistance of independent legal, tax and financial advisors in matters relating to their gifts and the resulting tax and estate planning implications. Pioneer Technology & Arts Academy shall not pay the legal fees or any professional fees of the donor in connection with a gift to Pioneer Technology & Arts Academy. Pioneer Technology & Arts Academy shall not provide any opinion, statement

or recommendation to the donor as to the tax deductibility of the gift or as to any tax consequences or tax implications of the gift that may affect the donor.

It shall be the responsibility of the donor to secure an appraisal of property where required. The donor shall pay any fees associated with securing such appraisal.

Types of Gifts

The following types of gifts are generally acceptable:

1. Cash Donations
2. Testamentary Bequests
3. Charitable Remainder Trusts
4. Charitable Lead Trusts
5. Tangible Personal Property
6. Oil, Gas and Mineral Interests
7. Life Insurance/Life Insurance Beneficiary Designations
8. Retirement Plan Beneficiary Designations
9. Securities
10. Real Estate

The following types of gifts are generally not acceptable:

1. Charitable gift annuities
2. Pooled income funds

Criteria for Certain Types of Gifts

The criteria below govern the acceptance of each type of gift. Unless indicated otherwise, each type of gift is subject to prior review by the Board or the Gift Acceptance Committee.

1. Cash or Cash Equivalents: Cash is acceptable in any form. Checks shall be made payable to Pioneer Technology & Arts Academy Public Schools and shall be delivered to [Name of Employee Position] in the [Name of Office/Location].

2. Charitable Pledge Agreements: Acceptable if payable only in acceptable form as set forth in this Policy. Pledges payable over more than [1 year] shall generally not be acceptable unless at least [\$].

3. Securities: Both publicly traded securities and marketable closely held securities are

acceptable subject to review and acceptance. Review and recommendation by an outside financial professional or money manager may be sought prior to acceptance of the gift. Marketable securities may be transferred to an account maintained at one or more brokerage firms or delivered physically with the transferor's signature or stock power attached. As a general rule, Pioneer Technology & Arts Academy shall promptly sell all securities upon receipt.

4. Closely Held Securities; Other Intangibles: Pioneer Technology & Arts Academy shall not accept securities and other intangible assets (such as interests in LLPs and LLCs or other ownership forms) that may not be sold or transferred, that have no value, are not marketable, or that may generate additional liability or undesirable tax or other consequences for Pioneer Technology & Arts Academy. Review and recommendation by legal counsel and/or a financial professional should be sought before making a final decision on acceptance of closely held securities or other intangibles as a gift.

5. Tangible Personal Property: Gifts of tangible personal property are often called "in-kind" gifts and include gifts such as supplies, equipment, furniture, printed materials, books, food, software, motor vehicles and artwork. Gifts of tangible personal property will be examined as follows:

- a) Will the property be used by Pioneer Technology & Arts Academy in furtherance of its mission?
- b) Is the property marketable?
- c) Are there restrictions on the use, display or disposition of the property?
- d) Are there carrying costs of the property?

Pioneer Technology & Arts Academy shall not value or offer to value the property. The donor shall sign a statement of ownership and disclose any liens on the property. Pioneer Technology & Arts Academy shall not accept any property subject to a restriction on its ability to use, sell or otherwise dispose of the property as it deems necessary.

6. Life Insurance Policy/Beneficiary Designation: Pioneer Technology & Arts Academy may accept the gift of a life insurance policy, provided Pioneer Technology & Arts Academy is named as both the owner of the policy and irrevocable beneficiary of the policy prior to acceptance of the gift. Beneficiary designations shall not be recorded as gifts to Pioneer Technology & Arts Academy unless and until the gift is irrevocable. Where the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable. If the policy is not fully paid-up and the donor does not continue to make gifts to cover premium payments on the policy, Pioneer Technology & Arts Academy shall have the right to continue to pay

the premiums, convert the policy to paid-up insurance, surrender the policy for its current cash value, or otherwise make use of its value.

7. Real Estate. Pioneer Technology & Arts Academy will not accept any real estate subject to a restriction on Pioneer Technology & Arts Academy's ability to use, sell or otherwise dispose of or deal with the property as it deems necessary. Prior to the acceptance of real estate, Pioneer Technology & Arts Academy shall require an initial environmental review of the property by a qualified environmental review firm to ensure that the property has no environmental damage or liabilities. In the event that the initial review reveals a potential problem or concern, the organization may retain a qualified environmental review firm to conduct an environmental audit. The cost of the environmental review and any environmental audit shall be the expense of the donor. Appraisal costs are the responsibility of the donor.

A title report or abstract of title shall be obtained by Pioneer Technology & Arts Academy prior to the acceptance of the real property gift. Criteria for acceptance of the property shall include:

- a) A review of a complete profile of the property, including the title report and environmental review or audit, inspection reports, the deed, any encumbrances, leases, and tax bills.
- b) A review of the carrying costs, sale and holding costs of the property, such as insurance, property taxes, mortgages, notes, etc.
- c) A review of the restrictions, reservations, easements or other limitations on the property.
- d) A review of the use of the property for Pioneer Technology & Arts Academy's purposes.
- e) A review of a recent appraisal of the property and consultation with a real estate advisor as to marketability of the property.

8. Oil, Gas and Mineral Interests: Pioneer Technology & Arts Academy may accept oil and gas property interests upon review by the Gift Acceptance Committee and legal counsel. The property shall undergo an environmental review by an environmental firm. The property should be reviewed for liabilities or other considerations (such as undesirable tax consequences or valuation issues for working interests) that might make receipt of the gift inappropriate.

9. Charitable Remainder Trusts: Pioneer Technology & Arts Academy may accept designation as remainder beneficiary of a charitable remainder trust upon the review by the Gift Acceptance Committee and legal counsel. Pioneer Technology & Arts Academy will not accept appointment as a trustee of a charitable remainder trust.

10. Charitable Lead Trusts: Pioneer Technology & Arts Academy may accept designation as income beneficiary of a charitable lead trust upon review by the Gift Acceptance Committee and legal counsel. Pioneer Technology & Arts Academy will not accept appointment as trustee of a charitable remainder trust.

11. Retirement Plan Beneficiary Designations: Donors and supporters of Pioneer Technology & Arts Academy are encouraged to name Pioneer Technology & Arts Academy as a beneficiary of a retirement plan. Such designations shall not be recorded as gifts unless and until the gift is irrevocable. When the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable.

12. Bequests: Donors and supporters of Pioneer Technology & Arts Academy are encouraged to make bequests to Pioneer Technology & Arts Academy under their wills and trusts. Such bequests will not be recorded as gifts unless and until the gift is irrevocable. When the gift is irrevocable, but is not due until a future date, the present value of that gift may be recorded at the time the gift becomes irrevocable.

Acceptance of Gift by CEO/Superintendent

Subject to the terms of this Policy, the CEO/Superintendent shall have discretion and authority to accept (i) unrestricted gifts of a value up to \$[REDACTED] and (ii) restricted gifts of a value up to \$[REDACTED]. Only the Board may accept gifts above those amounts.

Valuation of Gifts

Pioneer Technology & Arts Academy shall record a gift received by Pioneer Technology & Arts Academy at its valuation for gift purposes on the date of gift and accordance with GAAP.

IRS Filing Upon Sale of Gift

Pioneer Technology & Arts Academy is responsible for filing IRS Form 8282 upon the sale or disposition of any asset sold by Pioneer Technology & Arts Academy within two years of receipt where the charitable deduction value of the item was \$5,000 or greater. Pioneer Technology & Arts Academy must file such form within 125 days of the

date of sale or disposition of the asset. The [Name of Position] at Pioneer Technology & Arts Academy shall be responsible for the recordation and filing of this form to the IRS.

Written Acknowledgment of Gifts and Contributions

Written Acknowledgement of all gifts made to Pioneer Technology & Arts Academy and compliance with the current IRS requirements in acknowledgement of such gifts shall be the responsibility of the Board. [Name of Position] shall be responsible for ensuring compliance with IRS requirements regarding acknowledgments.

Confidentiality

Pioneer Technology & Arts Academy shall hold all information concerning donors or potential donors in strict confidence, subject to requests for information that Pioneer Technology & Arts Academy is required by law or court order to provide. Pioneer Technology & Arts Academy shall not release information about donors or the gift that is not otherwise public information unless permission from the donor is obtained. Pioneer Technology & Arts Academy will respect the confidentiality of donors who do not wish to be recognized.

Review of Policy; Changes to Policy

The Board shall review this Policy on a periodic basis (but no less than five years) or if applicable, the Gift Acceptance Committee shall periodically review and recommend changes to this Policy for approval and adoption by the Board.

Section 1.9 Public Information Requests

Introduction

Chapter 239 of the Nevada Revised Statutes Nevada ("NRS 239" or "the Act", makes certain public records open for inspection or copying at request of any person at reasonable times. The Act also recognizes rights of informational privacy attached to some public records and authorizes refusal to disclose such records. Following are the official Custodians' rules for administration of public record requests. These rules are reasonably necessary for the protection of the integrity of public records, protection of private information, the uniform or reliable application of the Act, and the prevention of unnecessary interference with the regular discharge of the duties of the Custodian and other School personnel. This policy applies to all requests submitted pursuant to NRS

239 to inspect public records in the custody or control of the School. This policy must be posted online for free public access.

Response to Public Records Request

1. Not later than the end of the fifth business day after the date on which the person who has legal custody or control of a public book or record of the School receives a written or oral request from a person to inspect, copy or receive a copy of the public book or record, the School shall do one of the following, as applicable:

(a) Except as otherwise provided in subsection 2, allow the person to inspect or copy the public book or record or, if the request is for the person to receive a copy of the public book or record, provide such a copy to the person.

(b) If the School does not have legal custody or control of the public book or record, provide to the person, in writing:

(1) Notice of the fact that it does not have legal custody or control of the public book or record; and

(2) The name and address of the governmental entity that has legal custody or control of the public book or record, if known.

(c) Except as otherwise provided in paragraph (d), if the School is unable to make the public book or record available by the end of the fifth business day after the date on which the person who has legal custody or control of the public book or record received the request:

(1) Provide to the person, in writing, notice of the fact that it is unable to make the public book or record available by that date and the earliest date and time after which the School reasonably believes the public book or record will be available for the person to inspect or copy or after which a copy of the public book or record will be available to the person. If the public book or record or the copy of the public book or record is not available to the person by that date and time, the School shall provide to the person, in writing, an explanation of the reason the public book or record is not available and a date and time after which the School reasonably believes the public book or record will be available for the person to inspect or copy or after which a copy of the public book or record will be available to the person.

(2) Make a reasonable effort to assist the requester to focus the request in such a manner as to maximize the likelihood the requester will be able to inspect, copy or receive a copy of the public book or record as expeditiously as possible.

(d) If the School must deny the person's request because the public book or record, or a part thereof, is confidential, provide to the person, in writing:

(1) Notice of that fact; and

(2) A citation to the specific statute or other legal authority that makes the public book or record, or a part thereof, confidential.

2. If a public book or record of the School is readily available for inspection or copying, the person who has legal custody or control of the public book or record shall allow a person who has submitted a request to inspect, copy or receive a copy of a public book or record as expeditiously as practicable.

Fees for Requested Public Records, Waiver, Posting or Notice

1. Pursuant to NRS 239.052 the School may charge a fee for providing a copy of a public record. Such a fee must not exceed the actual cost to the School to provide the copy of the public record unless a specific statute or regulation sets a fee that the governmental entity must charge for the copy. The School shall not charge a fee for providing a copy of a public record if a specific statute or regulation requires the governmental entity to provide the copy without charge.

2. The School may waive all or a portion of a charge or fee for a copy of a public record if the governmental entity:

(a) Adopts a written policy to waive all or a portion of a charge or fee for a copy of a public record; and

(b) Posts, in a conspicuous place at each office in which the governmental entity provides copies of public records, a legible sign or notice that states the terms of the policy.

3. A governmental entity shall prepare and maintain a list of the fees that it charges at each office in which the governmental entity provides copies of public records. A governmental entity shall post, in a conspicuous place at each office in which the governmental entity provides copies of public records, a legible sign or notice which states:

(a) The fee that the governmental entity charges to provide a copy of a public record; or

(b) The location at which a list of each fee that the governmental entity charges to provide a copy of a public record may be obtained.

4. The fee for providing a copy of a public book or record in the custody of a law library operated by a governmental entity must not exceed 50 cents per page.

SECTION 2 - INSTRUCTION

[Coming soon]

SECTION 3 – STUDENTS

[Coming soon]

SECTION 4 – PERSONNEL

[Coming soon]

SECTION 5- FISCAL MANAGEMENT

Sec. 5.1.1 Board Powers and Duties.

The Board of Directors (“Board”) of Pioneer Technology & Arts Academy (“School”) shall:

Govern under the governing structure described in the School’s Charter;

Be primarily responsible for implementing the programs authorized by the School’s Charter;

Delegate powers and duties as described in the School’s Charter or as otherwise provided by law;

Remain responsible for the management, operation, and accountability of the charter schools operated by the charter holder, regardless of whether the governing body delegates any of its powers or duties;

Monitor the performance of the students enrolled in the School;

Adopt the budget of the charter school;

Amend the budget of the charter school as provided by law;

Approve the acquisition of real property or the improvement of real property;

Approve the obligation of funds for goods and services through formal contracts, business arrangements, or financial transactions exceeding \$100,000;

Approve (or disapprove) the annual financial and compliance report;

Approve (or disapprove) any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school;

Authorize the obligation and expenditure of funds pursuant to the policies adopted by the Board;

Authorize the chief executive officer and chief financial officer to sign checks or other legal instruments disbursing funds from the charter holder's and the School's bank accounts;

Authorize the use of property pursuant to the policies adopted by the Board;

Authorize the investment of funds pursuant to the policies adopted by the Board and as provided in Nevada regulating local public investments;

Authorize the collection of fees pursuant to the policies adopted by the Board and as permitted by state law;

Authorize the development and implementation of administrative procedures applying the policies adopted by the Board;

Direct, govern, manage and otherwise oversee the fiscal management of the charter school; and

Delegate other powers and duties as permitted by law.

Sec. 5.1.2 Board's Overarching Authority.

Absent the specific delegation of a power or duty as enumerated below, only the Board, functioning as a body corporate, may exercise a power or duty pertaining to the fiscal management of the charter school.

Sec. 5.1.3 Delegation Amendment.

The Board shall adopt a resolution delegating the powers enumerated below to the Superintendent. In its resolution, the Board shall authorize the Superintendent to file the delegation amendment approved by the Board.

Sec. 5.1.4 Powers and Duties Delegated to Superintendent.

The Superintendent may perform the following powers and duties delegated by the Board in this part as enumerated below.

- 1) Prepare, or cause to be prepared, a proposed budget of the charter school.
- 2) Prepare, or cause to be prepared, an amendment to the original and subsequently amended budgets of the charter school approved by the Board if the amendment exceeds one percent (1%) of the total budgeted expenditures or \$100,000 (whichever is lesser).
- 3) Prepare, or cause to be prepared, a recommendation to the Board for the approval of the acquisition of real property or the improvement of real property pursuant to the policies adopted by the Board.
- 4) Prepare or caused to be prepared, a recommendation to the Board for the approval of the obligation of funds for goods and services through formal contracts for business arrangements or financial transactions exceeding \$49,999.
- 5) Submit the annual financial and compliance report to the Board for its approval (or disapprove).
- 6) Submit any audit, investigative, or other monitoring report pertaining to the fiscal management of the charter school issued by any oversight agency including the SPCSA or the Department of Education for its approval (or disapproval).
- 7) Obligate and expend, or cause to be obligated and expended, funds pursuant to the policies adopted by the Board.
- 8) Sign any check or other legal instrument disbursing funds consistent with the Board approved budget.
- 9) Use, or cause to be used, property pursuant to the policies adopted by the Board.
- 10) Invest, or cause to be invested, funds pursuant to the policies adopted by the Board.
- 11) Use, or cause to be used, property pursuant to the policies adopted by the Board.
- 12) Invest funds pursuant to the policies adopted by the Board.

- 13) Collect, or cause to be collected, fees pursuant to the policies adopted by the Board.
- 14) Develop and implement, or cause to be implemented, administrative procedures applying the policies adopted by the Board.
- 15) Direct, guide, manage and otherwise supervise the fiscal management of the Charter School.
- 16) The authority to hire and fire certain employees based on documentation.
- 17) To develop and monitor a system of controls to ensure compliance with state and federal laws and rules.
- 18) To administer state and Federal grants.
- 19) To participate in Board meetings and provide Board members with regular updates and training.
- 20) To procure legal, audit and other professional services necessary for the proper administration and oversight of the School, subject to Board approval.
- 21) To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.
- 22) To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.
- 23) For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.
- 24) To conduct field trips as authorized by the Board.
- 25) To conduct graduation and award ceremonies recognizing the achievements of students and staff.
- 26) For the research, development and maintenance of curriculum and innovative, new or modified instruction subject to Board approval.
- 27) For in-service training or staff development for instructional and instructionally related staff conducted by a regional ESC, an outside consultant or a School employee.
- 28) For utilities and the maintenance of telecommunication and computer networks and systems.
- 29) To provide a safe and drug free school environment.

- 30) For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.
- 31) For other purposes determined by the Board of Directors to be in the best interest of the School's students.
- 32) Subject to Board approval, may allow the use of state funds provided for bilingual education to evaluate, place and provide educational and/or other services to make students proficient in the English language, to provide instruction in the primary language, to supplement staff expenses and all that is in the charter instructional plan and budget as approved and amended by the Board.
- 33) Subject to Board approval, may use and allow the use of state funds provided for career and technology education to provide educational services to prepare students for gainful employment.

Sec. 5.1.5 Limitation of Authority.

The Superintendent shall not perform any power and duty not delegated by the Board in this part as enumerated above.

Sec. 5.1.6 Accountability for Delegated Authority.

The Superintendent shall be responsible for directing, guiding, managing and supervising any power and duty delegated to and exercised by the Chief Financial Officer or other officer. Accordingly, the Superintendent shall remain accountable to the Board for any power and duty delegated to the Chief Financial Officer or other officer regardless of the delegation of the power or duty.

Sec. 5.1.7 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Sect. 5.2 Code of Ethics and Fiscal Stewardship

MISSION STATEMENT

The mission of Pioneer Technology and Arts Academy (PTAA) is to empower and engage students to reach their full potential as global leaders who will enhance their communities and the world through creativity, collaboration and innovation.

POLICY

It is the policy of Pioneer Technology and Arts Academy ("School") to advocate for and issue financial decisions and practices that both further the mission of the School as described above and that are made in the interest of the charter holder in compliance with its fiduciary duty owed to the students of the School.

As such, the School's Board of Directors (Board) shall make financial decisions with integrity, fairness, objectivity, and that maximize benefits while minimizing the cost of goods and services to the School.

The Board shall, as a body corporate and as individual members, explore and develop fiscal stewardship through training and other means of educating Board members in the understanding of legal and other requirements pertaining to financial management of the charter holder and the School.

Such training and education shall consider, but shall not necessarily be limited to, the development of management controls and monitoring of business activities, addressing possible fraud and irregularities through special audits and investigations and referrals to oversight agencies and law enforcement, as well as the General Ethical Standards and school finance.

Section 5.3 Budget

Sec. 5.3.1 Adoption and Amendment of Budget

The Superintendent shall annually recommend a budget for consideration and adoption by the Board of Directors (Board) of Pioneer Technology & Arts Academy (School). The Board shall annually adopt the School budget (Budget). The Board may subsequently amend the Budget, and shall amend the Budget if the Superintendent or designee determines that the Budget must be amended.

Sec. 5.3.2 Notice to the Public.

The Board shall publish, or cause to be published, a notice to the public of the meeting(s) at which it will deliberate and adopt the proposed budget submitted to the Board by the Superintendent. The notice shall conform to the form and content requirements for other notices to the public of the meetings of the Board.

Sec. 5.3.3 Authority to Obligate and Expend.

The Budget, as amended, constitutes the Board's authorization to the Superintendent to obligate and expend funds. The Superintendent shall not obligate or expend any funds without the Board's authorization as set forth in the Budget, as amended.

Sec. 5.3.4 Deadline for Adoption.

The Superintendent shall submit the proposed budget to the Board at least ten business days prior to the start of the fiscal year or school year, whichever date is earliest.

Sec. 5.3.5 Form and Content of Budget and Amendments.

The Superintendent shall prepare, or cause to be prepared, a proposed budget and subsequent amendments to the approved budget Nevada. For each net asset classification, the proposed budget and subsequent amendments shall account for and include all estimated revenues and proposed expenses of the School for the upcoming fiscal year.

Sec. 5.3.6 Line Item Budgeting and Revenue Estimate.

The Budget shall identify estimated revenues and proposed expenses by line item. Each line item shall include a function and object classification.

The estimate of revenues shall be based on revenues from local, State and Federal sources of funding An estimate of revenues shall consider estimated student enrollment and attendance (including the historical rate of attendance for the last three school years), the number of students enrolled for the upcoming school year, and, where appropriate, a conservative estimate of the increase in student enrollment. The Superintendent shall with respect to the number of students enrolled, adjust that number to consider the historical percentage of students that historically withdraw from the School prior to the start of the fiscal year based on over an average of the last three school years.

Sec. 5.3.7 Limitation of Expenses.

The Superintendent shall not propose, nor shall the Board approve, a budget or an amendment that results in a deficiency in net assets arising from proposed expenses exceeding estimated revenues.

Sec. 5.3.8 TABOR and Contingency Reserves.

The Superintendent or designee shall prepare a budget that provides an emergency reserve as required by the Taxpayer Bill of Rights (commonly known as TABOR and an appropriate contingency reserve. .

Sec. 5.3.9 Proposed Expenses to Comply with Allowable Uses of Funds.

The Superintendent or designee shall prepare a proposed budget that includes proposed expenses compliant with Board policy and allowable uses of funds.

Sec. 5.3.10 Publication of Adopted Budget.

The budget shall be prepared and made public as provided by law.

Sec. 5.3.11 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Section 5.4 Cash Management

Sec. 5.4.1 Board Oversight of Cash.

The Board of Directors ("Board") of Pioneer Technology & Arts Academy ("School") shall govern and manage the cash received and disbursed from all sources of funding in a manner consistent with State and Federal law and to achieve favorable cash flows to further the interests of the charter holder and the School.

Sec. 5.4.2 Operating Account.

The Board shall require that all local, State and Federal funds be deposited into an account or accounts in a certified public depository in Nevada as required by law.

Sec. 5.4.3 Account Signatories.

The Board, by resolution, has authorized the Superintendent and the Chief Financial Officer as the signatories to the School's bank accounts.

Sec. 5.4.4 Record of Cash Receipts and Disbursements.

The Superintendent or designee shall prepare a financial management system that conforms to the requirements of the Nevada State Department of Education Chart of Accounts.

Sec. 5.4.1.1. Check Register.

The Superintendent or designee shall prepare a register of individual deposits and disbursements for the Operating and Payroll Accounts, commonly referred to as the Check Register.

Sec. 5.4.1.2. Original, Itemized Records.

The Superintendent or designee shall maintain an original, itemized record of each deposit and disbursement supporting the transactions listed on the Check Register for the Operating Account and the Payroll Account.

Sec. 5.4.1.3. Reconciliation of Accounts.

The Superintendent or designee shall reconcile statements received from the bank for the Operating and Payroll Accounts to the respective Check Registers, addressing and resolving discrepancies.

Sec. 5.4.5 Investment of Surplus Cash.

Surplus cash shall be invested as approved by Board resolution and in compliance with the requirements of Nevada state law respecting enrollment by local public bodies.

Sec. 5.4.6 Cash Flow Projection.

The Superintendent or designee shall prepare a projection of the cash inflows and cash outflows of the charter holder and the School, which shall be commonly referred to as the Cash Flow Projection. The Cash Flow Projection shall be presented to the Board at each regularly scheduled meeting of the Board, along with explanations of any significant variances thereto. For purposes of this Policy, a significant variance is defined as a variance of the actual cash inflow or cash outflow for a specific line item that exceeds the projected cash inflow or projected cash outflow, as amended, by five percent or more. Any amendments to the Cash Flow Projection shall also be disclosed to the Board.

Sec. 5.4.7 Other Method of Disbursement

The Superintendent or designee is authorized to disburse funds through the Operating and/or Payroll Account, petty cash accounts, charge accounts or credit accounts. Funds shall not be disbursed through debit or gift cards.

Sec. 5.4.8 Administrative Procedures.

The Superintendent shall prepare administrative procedures as necessary to implement this policy.

Sec. 5.4.9. Financial Transparency.

The Superintendent shall assure compliance of the School with the public posting requirements of the Financial Transparency Act.

Section 5.5 Financial Reporting

Sec. 5.5.1 Reports to the Board.

The Superintendent of Pioneer Technology & Arts Academy ("School") or designee shall prepare and distribute financial reports to the Board of Directors ("Board") at each regularly scheduled meeting of the Board. The Superintendent or designee shall prepare financial reports containing the following minimal information.

A comparison of the estimated revenues and approved expenses included in the budget originally adopted and subsequently amended (hereafter, the approved budget) by the board to the actual revenues earned and expenses incurred by the

School. The comparison shall be prepared on an accrual basis of accounting and will include comparative and total amounts for the month and year-to-date.

A summary of the School's cash inflows and outflows by operating, investing and financing activities including the beginning and ending cash balances.

A projection of the School's cash inflows and outflows for each line item included in the approved budget.

A summary of the School's encumbrances for each line item included in the approved budget.

An aging of accounts payable by vendor.

A summary of all amounts paid to each vendor.

A listing of all individual transactions and disbursements by purchase order exceeding the threshold requiring Board authorization identified in Policy (See PG 5.1.4.v.).

A statement disclosing any instances of noncompliance with Board policy and/or applicable law.

Sec. 5.5.2 Annual Financial and Compliance Report.

- A. The Superintendent or designee shall procure the services of a certified public accountant (hereafter, the independent auditor) with experience in conducting annual audits of NevadaNevadaschool districts and/or public charter schools.
- B. The Superintendent or designee and the independent auditor shall present to the Board:
 - (1) The independent auditor's letter of engagement;
 - (2) A timeline for the timely completion of the annual audit including the dates of when the independent auditor will initiate and conclude the planning, field work and reporting phase of the audit;
 - (3) Their agreement that the annual financial and compliance report shall be presented to the Board for its approval or disapproval during a regularly scheduled meeting prior to October 15 or such earlier date established by the SPCSA and/or the Nevada Department of Education.

- C. The Superintendent or designee and the independent auditor shall present to the Board any reason(s) for their failure to adhere to the timeline.
- D. The Superintendent or designee shall ensure that the form and content of the annual audit and all financial report conforms to the requirements of the SPCSA and/or the Nevada Department of Education.
- E. In accordance with generally accepted accounting principles, the Superintendent or designee shall issue annual financial and compliance report disclosing the financial condition, results of operation, cash flows and other pertinent information regarding charter holder operations other than the School.

Sec. 5.5.3 Grant Reporting.

Sec. 5.5.3.1 Expenditure Reports.

- (a) The Superintendent or designee shall prepare expenditure reports for each grant received by the School supporting the expenditures reported to the grantor agency and pursuant to the requirements of the grantor agency.
- (b) Expenditure reports shall be filed timely in accordance with the deadlines established by the grantor agency such that the School is reimbursed and otherwise receives any and all funds to which it is entitled.
- (c) A refund of any excess grant amount received by the School shall be in the final expenditure report filed with the grantor agency.

Sec. 5.5.3.2 Requests for Disposition Instructions.

The Superintendent or designee shall request instructions from the grantor agency for the disposal of the property should property acquired with grant funds be no longer needed.

Sec. 5.5.3.3. Public Education Information Management System.

The Superintendent or designee shall prepare required financial data information transmissions to the SPCSA and/or the Nevada Department of.

Sec. 5.5.4 Required Government Filings.

The Superintendent or designee shall timely file reports and data information to and as required by the:

- Internal Revenue Service
- Public Employee Retirement Association

Sec. 5.5.5 Disclosures to Donors.

The Superintendent or designee shall timely prepare documentation as may be required by a donor to demonstrate appropriate and beneficial use of a donation.

Sec. 5.5.6 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.6.1 Financial Management System

Sec. 5.6.1 Financial Management System Defined.

The Pioneer Technology & Arts Academy's ("School") Financial Management System is the system of controls and records that enable the School to use and safeguard funds and property for lawfully authorized purposes in furtherance of its mission and to achieve its vision, consisting of the following components.

- a- Budgetary Control. The Financial Management System facilitates oversight of the School's finances by the Board of Directors ("Board") through:
 - Documented practices that provide for the maintenance of records of the original budget and budget amendments as approved by the Board;
 - Approval of obligations and expenses by the Superintendent, Chief Financial Officer and other authorized or designated School administrators not exceeding budgeted amounts approved by the Board unless authorized in Board policy or through a Board approved budget amendment.
 - Board receipt and review, including accurate, complete and timely updates by the Superintendent of compliance with the budget, as amended to include a comparison of the original and amended budget to the School's actual obligations and expenses.
- b- Financial Reporting. The Financial Management System shall provide accurate, complete and timely information regarding the School's financial condition, results of operations, cash flows and other pertinent matters concerning School

operations. The Board shall receive summary reports at each meeting. The Superintendent may utilize summary and detailed reports and records to oversee School finances, property and staff resources.

- c- Internal Control. The Financial Management System shall include documented controls over assets, liabilities, appropriations, obligations, revenues, expenses, and cash flows to ensure that funds, property, staff resources and other tangible and intangible items of value are used to implement the School program. The Financial Management System shall also include controls over budgeting, contract administration, financial accounting, financial reporting, grant administration, payroll and other School functions. The Financial Management System shall include controls over records to demonstrate compliance with local policy and Federal and state legal requirements.
- d- Records. The Financial Management System shall create and maintain financial accounting and other summary, detailed and source records that account for the School's assets, liabilities, appropriations, obligations, revenues, expenses and cash flows. The records maintained shall identify the source and application of funds and the use, custodial assignment and location of property. The records maintained shall include sufficiently detailed source documents that function as the origin of the summary and detailed financial and other information disclosed to the public, oversight government agencies, the Board, the Superintendent and other interested parties.

Sec. 5.6.2 Chart of Accounts.

The School shall maintain financial accounting records that utilize the Nevada State Department of Education Chart of Accounts ("Chart of Accounts").

Sec. 5.6.2.1 Required Account Codes.

The School shall utilize the account codes of the Chart of Accounts to account for public funds and public property.

Sec. 5.6.3 Obligations.

The Superintendent or designee shall authorize or cause to be authorized any obligation of public funds. Additionally, the Superintendent or designee shall prepare a financial accounting record(s) that accounts for any obligation of public funds through the execution of a contract or the issuance of a purchase order. In authorizing the obligation of public funds, the Superintendent or designee shall determine if the obligation was authorized by the Board in the approved budget, as amended, and through applicable Board policy or resolution.

Sec. 5.6.4 Disbursements for Goods and Services.

The Superintendent or designee shall authorize any disbursement of public funds through check, electronic funds transfer, charge or credit account, promissory note, or other means or method of disbursing funds to a third party. Prior to authorizing the disbursement of funds, the Superintendent shall prepare or cause to be prepared a sufficiently detailed, original internal accounting record identifying the business related purpose of the disbursement. Additionally, the Superintendent or designee shall obtain a sufficiently detailed, original third-party record identifying the goods received or services rendered.

Sec. 5.6.5 Disbursements for Employment Services.

As authorized by the Board through policy or resolution, the Superintendent or designee shall approve the employment of qualified individuals for Board approved positions. Moreover, the Superintendent or designee shall prepare sufficiently detailed payroll, personnel and time or activity accounting records to support the use of local and public funds for employment services.

5.6.6 Competitive Procurement.

Pursuant to applicable Federal and state law and rules, the Superintendent or designee shall ensure that goods and services are procured competitively to ensure that limited financial resources are maximized without unreasonably sacrificing the quality of the goods and services received.

Sec. 5.6.7 Contract Administration.

The Superintendent or designee shall maintain a contract administration process to ensure that contractors deliver goods or provide services in accordance with the terms, conditions, and other legal requirements of the applicable contract or purchase order.

Sec. 5.6.8 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.7 Allowable and Prohibited Uses of Funds

Sec. 5.7.1 Applicability.

Unless otherwise noted herein, this policy applies to the use by the School of local, state and Federal funds regardless of the originating source of the funds.

Sec. 5.7.2 Policy to Supplement and Not Supersede.

This policy shall supplement existing state and Federal law, rule and other legal requirement and shall not supersede any state or Federal law, rule or other legal requirement. In the event of a conflict with a law, rule, or other legal requirement, the law, rule, or other legal requirement shall prevail.

Sec. 5.7.3 Overarching Principle.

The Superintendent or designee shall expend public funds for the benefit of the students enrolled in the School. Accordingly, the Superintendent or designee must at all times be able to demonstrate how each use of public funds benefitted the School's students.

Sec. 5.7.4 General Requirement.

Recognizing that it is impractical to list every conceivable allowable use of funds and that a general framework is beneficial in guiding decisions regarding the use of funds, the School shall adhere to the following general requirements prior to and when it obligates and disburses funds.

The proposed use of funds:

- a. Is reasonable in its nature and amount;
- b. Does not exceed that which a prudent person would incur under the circumstances prevailing at the time the decision was made to incur the cost(s);
- c. Is ordinary and necessary to achieve the goals and implement the strategies and activities of the charter program;
- d. Conforms to the documented and established practices of the School;
- e. Is generally or specifically allowed by applicable state or Federal law, rule or other legal requirement;
- f. Is not prohibited by applicable state or Federal law, rule or other legal requirement; and
- g. Complies with policy and administrative procedures approved by the Board of Directors (Board).

Section 5.7.4.1 Use of Unrestricted Local Funds.

The Superintendent may use or allow the use of local funds for any lawful purpose that conforms to Board policy.

Sec. 5.7.4.2 Use of Restricted Local Funds.

If a donor restricts a contribution or the School implies or states that a specific purpose for its fund raising effort(s), the Superintendent may only use or allow the use of local funds for the restricted purpose and in accordance with Board policy.

Sec. 5.7.5 Generally Authorized Expenses.

In general, the Superintendent is authorized to expend and may authorize the expenditure of state and Federal funds for the following purposes.

- a- To compensate the Superintendent, teachers, janitors and other employees for employment services rendered.
- b- To pay the interest for short-term loans acquired to compensate School employees.
- c- To purchase equipment, furniture, materials, software, supplies and vehicles.
- d- To pay for insurance premiums.
- e- To purchase real property for use as a school site pursuant to Board authorization.
- f- To purchase, build, repair and rent school buildings pursuant to Board authorization.
- g- As authorized by the Board, to acquire school buildings and real property by leasing through annual payments with an ultimate option to purchase.
- h- For other purposes necessary in the conduct of the School as determined by the Board including for the following purposes.
 - 1. To develop and monitor a system of controls to ensure compliance with state and Federal laws and rules.
 - 2. To administer state and Federal grants.
 - 3. To conduct Board meetings and provide Board members with training.

4. To procure legal, audit and other professional services necessary for the proper administration and oversight of the School.
5. To record, compile, maintain and report data on student attendance, student enrollment, staff, finances and grants.
6. To develop, maintain and update a charter instructional plan including conducting a comprehensive needs assessment.
7. To conduct periodic assessments of students to identify potential learning deficiencies and to measure the students' progress towards desired academic goals.
8. For the upkeep and repair of instructional and instructionally related materials and equipment in the classroom and library, of food service equipment, and of vehicles.
9. To provide breakfast and lunch and snacks to students pursuant to the guidelines and requirements of the Texas Department of Agriculture.
10. To conduct field trips as authorized by Board.
11. For athletic and band equipment, instruments and uniforms.
12. To conduct graduation and award ceremonies recognizing the achievements of students and staff.
13. To conduct pre/post employment physicals or drug testing and background checks.
14. For the research, development and maintenance of curriculum and innovative, new or modified instruction.
15. For in-service training or staff development for instructional and instructionally related staff conducted by a regional education service center, an outside consultant(s) or a School employee(s).
16. To travel for School activities and functions.
17. For utilities and the maintenance of telecommunication and computer networks and systems.
18. To provide a safe and drug free school environment.

19. For memberships in civic and professional organizations that further the mission of the School.
20. For any other purpose, function, activity, program or service authorized by the Board through the adoption of the School's annual operating budget and charter instructional plan including any amendments thereto.
21. For other purposes determined by the Board of Directors to be in the best interest of the School's students.

Sec. 5.7.6 Generally Prohibited Expenses.

In general, the Superintendent is prohibited from expending and may not authorize the expenditure of state and Federal funds for the following purposes.

- a- Alcoholic beverages.
- b- Any good or service for personal benefit or use.
- c- Entertainment including amusement, diversion, recreation and social activities.
- d- Field trips that are not part of a teacher's lesson plan or that do not meet the instructional objectives of the charter instructional plan.
- e- Fines and penalties against individuals.
- f- Gifts.

Sec. 5.7.7 Authorized Uses of Funds for Special Programs.

In addition to the general requirement and generally authorized expenses enumerated above, the Superintendent may use and may allow the use of the following types of state funds for the purposes authorized in the relevant statutes and as discussed in this section.

Sec. 5.7.7.1 Special Education.

The Superintendent may use and may allow the use of state funds provided for special education for the following purposes.

- a- To evaluate, place and provide educational and/or other services to students pursuant to an individual educational plan designed to address the unique learning need(s) of a student with a disability as approved by an admission, review and dismissal committee.

- b- To provide special education instructional services, including speech, occupational and physical therapy and resource room.
- c- To purchase adaptive technology to facilitate learning for the student(s).
- d- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.2 Bilingual Education.

The Superintendent may use and may allow the use of state funds provided for bilingual education for the following purposes.

- a- To evaluate, place and provide educational and/or other services to students that are intended to make the students proficient in the English language.
- b- To provide a bilingual program.
- c- To provide English as a second language instruction.
- d- To provide instruction in the primary language.
- e- To increase cognitive academic language proficiencies.
- f- To conduct an evaluation of the program and student performance.
- g- For supplemental staff expenses.
- h- For salary supplements to teachers.
- i- For supplies required for quality instruction and smaller class size.
- j- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.3 Career and Technology Education.

The Superintendent may use and may allow the use of state funds provided for career and technology education to provide educational and/or other services to prepare students for gainful employment, advanced technical training or for homemaking including employment preparation services, apprenticeship opportunities and job training activities.

Sec. 5.7.7.4 Compensatory Education.

The Superintendent may use and may allow the use of state funds provided for compensatory education for instructional strategies that address the academic needs of students at risk of dropping out of school as discussed in the charter instructional plan and/or campus improvement plans. However, the Superintendent may only use and may only allow the use of state funds for activities that supplement the regular education program for students at risk of dropping out of school. Accordingly, compensatory education funds may be used for the following purposes.

- a- Intensive instructional programs.
- b- Concentrated instructional staff resources.
- c- Reduction of class size
- d- Teacher assistants.
- e- Staff development activities for teachers and teacher assistants to add new competencies specifically designed to address the needs of students at risk of dropping out of school.
- f- Extension of the instructional day, week and/or year.
- g- Individual and small group tutorials.
- h- Specialized computer-assisted instruction.
- i- Specialized instructional equipment, materials and supplies.
- j- Individualized instruction programs.
- k- For a purpose included in the charter instructional plan and budget as approved and amended by the Board.

Sec. 5.7.7.5 Gifted and Talented Education.

The Superintendent may use and may allow the use of state funds provided for Gifted and Talented Education for gifted and talented programs and advanced placement courses designated as part of a gifted and talented program.

Sec. 5.7.7.6 Indirect Cost Limitation.

The Superintendent may use and may only allow the use of state funds provided for special programs for indirect costs up to the maximum allowed by state law and rule.

Sec. 5.7.8 Authorized Uses of Funds for Federal Programs

The Superintendent may use and may allow the use of Federal funds for those purposes authorized by Federal law, rule and grant requirement.

Sec. 5.7.9 Documentation Required.

The Superintendent shall prepare or cause to have prepared records for all uses of funds. All recorded uses of funds shall adequately demonstrate compliance with this policy.

Sec. 5.7.10 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.8 Fiscal Compliance Monitoring

Sec. 5.8.1 General Principle.

The Superintendent is charged with developing and implementing the monitoring systems described in this Policy Manual.

Sec. 5.8.1.1 State Requirements.

The Superintendent or designee shall develop and implement a system to monitor each individual School campus's compliance with the following state requirements:

Sec. 5.8.1.1.1 Financial Solvency.

The Superintendent or designee shall monitor the financial solvency of each individual School campus through the use of historical, budgeted and projected financial and other relevant data. In developing the monitoring system for financial solvency the Superintendent shall consider the impact of the charter instructional plan for the current fiscal year and the long-term strategic plan for the subsequent three fiscal years. Additionally, the Superintendent shall consider conservative estimates of student enrollment, student attendance and revenue projections based upon historical data for the last five academic and fiscal years and data for the current and subsequent academic and fiscal year.

Sec. 5.8.1.2 Financial Accountability.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to attain an overall rating of performance with distinction. In developing the monitoring system for financial solvency the Superintendent shall consider the adequacy of the system of internal controls to ensure that it enables each individual School campus to achieve compliance with applicable legal requirements. To the degree

appropriate and necessary, the Superintendent may consult with the School's independent auditor or other qualified professional to identify potential issues that may result in any unfavorable accountability finding or rating.

Sec. 5.8.1.3 Indirect Cost Limitation.

The Superintendent or designee shall monitor the budgeted and actual expenditures for the special allotments allocated to each individual School campus to ensure that the minimum required amount of state funds for each special program is expended. In developing the monitoring system for limiting the amount of indirect costs charged to each special program, the Superintendent shall consider the charter instructional plan and the total amount of common costs incurred to support the School's instructional and instructionally-related program and the special programs required by the state.

Sec. 5.8.2 Federal Requirements.

The Superintendent or designee shall develop and implement or cause to have developed and implemented a system to monitor each individual School campus's compliance with the following Federal requirements.

Sec. 5.8.2.1 Maintenance of Effort (MOE).

The Superintendent or designee shall monitor the finances and operation of each School campus to ensure that the minimal fiscal effort required by the Federal government for general and special education is attained. In developing the monitoring system for MOE the Superintendent shall consider the impact of the charter instructional plan for the current fiscal year.

Sec. 5.8.2.1.1 General Education.

In assessing the School's compliance with the Federal MOE requirement for programs funded pursuant to the ESSA, the Superintendent or designee may consider the impact of exceptional or uncontrollable circumstances or a precipitous decline in financial resources.

Sec. 5.8.2.1.2 Special Education.

In assessing the School's compliance with the Federal MOE requirement for programs funded pursuant to the Individuals with Disabilities Education Act, the Superintendent or designee may consider the impact of changes in staff and student enrollment, the termination of an exceptionally costly program provided to a particular child, the termination of costly expenditures for long-term purchases, and the School's participation in the high cost grant program.

Sec. 5.8.2.2 Supplement; Not Supplant.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to ensure that Federal funds are expended to supplement and not supplant non-Federal sources of funding. In developing the monitoring system for the proper use of Federal funds the Superintendent shall consider the charter instructional plan, the approved budget and subsequent amendments, the identified needs of the students enrolled in the School, and the actual method of funding for a particular cost for the prior and current academic years.

Sec. 5.8.2.3 Excess Cost.

The Superintendent or designee shall monitor the finances and operation of each individual School campus to ensure that Federal funds are used only to pay the excess costs for students enrolled in the special education program.

Sec. 5.8.3 Projection of Potential Noncompliance.

The Superintendent or designee shall develop or cause to have developed monitoring systems that are based upon the regulatory models implemented by the Texas Education Agency.

Sec. 5.8.4 Requirement to be Exceeded.

To the degree feasible, the Superintendent or designee should develop monitoring systems that include additional data and indicators beyond those used by the Texas Education Agency in its regulatory models.

Sec. 5.8.5 Data to be Used.

To the degree feasible, the Superintendent or designee should develop or cause to have developed monitoring systems that include historical, budgeted, actual and projected data to be periodically updated to include actual, year-to-date data and revised projections.

Sec. 5.8.6 Monitoring Timeline.

To the degree feasible, the Superintendent or designee should develop or cause to have developed monitoring systems that produce results at the beginning, middle and end of the fiscal year.

Sec. 5.8.7 Corrective Action Plan.

Upon identifying a potential instance of noncompliance, the Superintendent or designee shall prepare a plan that addresses the condition(s) that resulted or may result in the School's failure to comply with the fiscal requirements addressed by this policy.

Sec. 5.8.8 Report to the Board.

At the beginning, middle and end of the fiscal year, the Superintendent shall report to the Board the status of each individual School campus's compliance with the critical state and Federal fiscal requirements addressed by this policy. In the event that an instance or potential instance of noncompliance is identified, the Superintendent shall inform the Board of the School's corrective action plan undertaken or to be undertaken.

Sec. 5.8.9 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.9 Investment of Funds

Sec. 5.9.1 Guiding Principle.

The Board shall make investments with care, skill, prudence, and diligence under the circumstances then prevailing, specifically including, but not limited to, the general economic conditions and the anticipated needs of the School. Moreover, the Board shall invest funds in a manner comparable to that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived.

Sec. 5.9.2 Investment of Surplus Cash.

In general, the Board shall limit investments to surplus cash.

Sec. 5.9.3 Surplus Funds Defined.

Surplus cash means the amount of cash available in the School's bank account(s) that exceeds 20% of the School's total operating expenses for the fiscal year. Surplus cash does not include funds from state and/or Federal grants unless their investment is expressly authorized under the terms of the grant.

Sec. 5.9.4 Investment Objectives.

In general, the Board shall observe the following objectives when investing surplus cash.

- a- Preservation and safety of principal.
- b- Liquidity.
- c- Yield.

Sec. 5.9.5 Applicability.

This policy applies equally to local, state and Federal funds to the degree allowed by applicable law and rule, including state law applicable to investment of public funds by local public bodies.

Sec. 5.9.6 Account Maintenance.

The Superintendent or designee shall ensure that investments are maintained in discrete and distinct accounts that separate funds pertaining to non-School activities, functions, programs and services from public funds and make regular reports to the Board regarding the same.

Sec. 5.9.7 Investment Records.

The Superintendent or designee shall ensure that the School creates and maintains accurate and complete records of any and all investments of the School's surplus cash and make regular reports to the Board regarding the same.

Sec. 5.9.8 Contractual Considerations.

The Board shall ensure that investments are made in accordance with any applicable provision or covenant contained in a debt instrument, bond indenture, or similar agreement.

Sec. 5.9.9.1. Prohibited Investments.

The following investments are prohibited.

- a- Obligations whose payment represents the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal.
- b- Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest.
- c- Collateralized mortgage obligations that have a stated final maturity date of greater than ten years.
- d- Collateralized mortgage obligations the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

- e- Any other investment not specifically authorized for public funds by local public bodies by Nevada law. **Sec. 5.9.10 Required Training.**

The Superintendent or designee shall receive continuing professional education pertaining to the appropriate investment of surplus cash in the authorized investments identified in this policy. Moreover, the Superintendent or designee shall require any School employee involved in the investment of public funds to receive the same training.

Sec. 5.9.11 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.10 Purchasing and Contracting (General)

Sec. 5.10.1 Applicability of Procurement Laws.

The Board and Superintendent of the School shall endeavor to maximize the use of School funds to purchase goods and services to further the School's mission and facilitate the implementation of the charter program.

Sec. 5.10.2 Applicability of Policy.

This policy pertains to the purchase of goods and services generally and does not apply:

- a- To the purchase of goods and services for the construction, renovation, or repair of a structure, road, highway, or other improvement or addition to real property; or
- b- To the procurement of professional and contracted services.

Sec. 5.10.3 Authority to Procure Goods and Services.

The Board authorizes the Superintendent, Chief Financial Office and/or their designee(s) to procure goods and services pursuant to the budget adopted and amended by the Board.

Sec. 5.10.4 Contract Required.

The Superintendent shall procure or cause the procurement of goods and/or services with a cost exceeding \$5,000 through an executed contract.

Sec. 5.10.4.1 Signature Authority.

Only the Superintendent, the Chief Financial Officer and/or their designee(s) shall be authorized to execute contractual agreements that obligate the School to disburse funds for the receipt of goods and/or services. The Superintendent and Chief Financial Officer shall delegate specific signature authority to any designee in writing through an administrative procedure, job description or internal memorandum.

Sec. 5.10.5 Centralized Purchasing Function.

The Superintendent shall procure or cause the procurement of goods and/or services through a centralized purchasing function.

Sec. 5.10.5.1 Contract Administration.

The Superintendent or designee shall establish and maintain a contract administration system. The contract administration system must enable the School to maintain original, fully executed legal agreements that include contractual provisions required by prudent business practice and applicable law and rule.

Sec. 5.10.5.2 Purchase Order System.

The Superintendent or designee shall establish and maintain a purchase order system. The purchase order shall serve as the formal method for procuring goods and/or services from a vendor and shall have the effect of obligating the School to remit payment to the vendor upon receipt of the goods and/or services and of the related invoice.

Section 5.10.5.2.1 Required Approvals.

Only the Superintendent, the Chief Financial Officer and/or their designee(s) shall be authorized to approve purchase orders. The Superintendent and Chief Financial Officer shall delegate specific signature authority to any designee in writing through an administrative procedure, job description or internal memorandum.

Section 5.10.5.2.2. Issuance Prohibited.

School employees shall not issue a purchase order to a vendor unless it has been approved pursuant to Subsection 5.10.5.2.1.

Section 5.10.5.2.3 Failure to Properly Issue.

If a School employee issues a purchase order to a vendor without the required approvals established in Subsection 5.10.5.2.1, the employee shall be financially responsible for the purchase.

Sec. 5.10.5.3 Corporate Card Program.

The Superintendent may establish a corporate charge or credit card program to permit authorized School employees to purchase goods and/or services. The Superintendent may only use and may only allow the use of the corporate card program for official School business and shall prohibit the use of the corporate card program for personal benefit. Any employee authorized to participate in the corporate card program shall be required to sign a usage agreement. In addition to other pertinent requirements, the usage agreement shall require the employee to pay for any unsubstantiated charges or for the purchase of non-business related goods and/or services.

Sec. 5.10.5.3.1 Required Records.

Authorized School employees shall document each purchase through the corporate card program. Accordingly, the Superintendent shall require the School employee to prepare a purchase order form or other comparable internal accounting record for each corporate card purchase. Additionally, the Superintendent shall require the employee to also provide the original, itemized vendor receipt.

Sec. 5.10.5.3.2 Failure to Document.

If an employee fails to provide the required records pursuant to Subsection 5.10.5.3.1, the employee shall be financially liable for the costs charged to the corporate card.

Sec. 5.10.5.4 Purchasing Officer.

The Superintendent may delegate the purchasing function to an employee designated as the purchasing officer.

Sec. 5.10.5.5. Campus Principal Responsible.

Each School campus principal shall be responsible for all the expenditures from the budget approved for their campus. Each campus principal must work with the purchasing officer to purchase goods and/or services pursuant to this policy. Alternatively, the campus principal may use the corporate card program to purchase goods and/or services.

Sec. 5.10.5.6 Employee Purchases Prohibited.

School employees are prohibited from conducting any transaction that results in the purchase of services and/or equipment, furniture, supplies or other materials and that obligates School funds and otherwise results in the expenditure of School funds. To acquire supplies, materials, equipment, furniture and/or services, School employees must follow this and other related policies.

Sec. 5.10.5.6.1 Consequence for Violation.

If a School employee fails to follow this policy, the employee shall be financially responsible for any expenses incurred for the purchase of goods and/or services regardless of the benefit to the School and its students.

Sec. 5.10.5.7 Authorized Vendors.

The Superintendent or designee shall require the procurement of goods and/or services from authorized vendors. The Superintendent or designee shall select or cause the selection of vendors based upon an application submitted by each vendor that includes the following considerations.

- a- The vendor's record of providing satisfactory goods and/or services that conform to the buyer's specifications, if any.
- b- The vendor's record of providing goods and/or services within a stated time schedule.
- c- The vendor's ability and capacity to meet the needs and demands of the School based upon its existing personnel, equipment and other resources.
- d- The vendor's available financial resources to enable it to perform the work or provide the goods requested by the School.

Sec. 5.10.6 Authorized Procurement Methods.

The Superintendent or designee shall procure or cause the procurement of goods and/or services through the following methods for the amounts indicated.

Sec. 5.10.6.1 No Method Required.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of less than \$1,000 through the most expedient manner available.

Sec. 5.10.6.2 Quotes.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of no less than \$1,000 and no more than \$50,000 through the solicitation of written quotes from authorized vendors.

Sec. 5.10.6.3 Competitive Bids.

The Superintendent, Chief Financial Officer and/or their designee(s) may procure goods and/or services that have a cost of \$50,000 or more through competitive bids from authorized vendors.

Sec. 5.10.6.3.1 Board Approval Required.

Prior to executing a contract for the procurement of goods and/or services with a cost exceeding \$49,999 or more, the Board shall approve the contract.

Sec. 5.10.6.3.2 Bid Specifications.

The Superintendent, Chief Financial Officer and/or their designee(s) shall prepare bid specifications for each requested competitive bid. The Superintendent, Chief Financial Officer and/or their designee(s) shall not accept any bid that does not conform to the bid specifications or that is received after the deadline for submitting a bid.

Sec. 5.10.6.3.3 Withdrawal by Bidder.

The bidder may withdraw a bid at any time prior to the scheduled time for the bid opening.

Sec. 5.10.6.3.4 Bid Opening.

The Superintendent, Chief Financial Officer and/or their designee(s) shall invite the public and all bidders to attend the bid opening.

Sec. 5.10.6.3.5 Rejection of Bids.

The Board, Superintendent, Chief Financial Officer and/or their designee(s) may reject any and all bids.

Sec. 5.10.6.3.6 Recommendation to Board.

The Superintendent shall recommend to the Board the vendor with lowest conforming bid that provides the best value to the School. In making a recommendation, the Superintendent shall consider:

- a- The total cost of the goods and/or services;
- b- The reputation of the vendor and of the vendor's goods and services;
- c- The quality of the vendor's goods and/or services;
- d- The extent to which the goods and/or services meet the School's need(s);
- e- The vendor's past relationship with the School;
- f- The total long-term cost to the School to acquire the vendor's goods and/or services; and
- g- Any other factor specifically listed in the request for bids.

Sec. 5.10.6.4 Sole Source.

The Superintendent is not required to follow Subsection 5.10.6 for purchases that are only available from a single vendor.

Sec. 5.10.7 Administrative Procedures.

The Superintendent shall prepare administrative procedures as required to implement this policy.

Section 5.11 Professional and Contracted Services**Sec. 5.11.1 Applicability of Procurement Laws.**

This policy pertains solely to the purchase of professional services. The purchase of other services shall be addressed in the manner prescribed under PG-5.10.

Sec. 5.11.1.1 Professional Services Defined.

“Professional services” means services:

- a- Within the scope of the practice, as defined by state law, of:
 - 1- Accounting;
 - (2) Architecture;
 - (3) Landscape architecture;
 - (4) Land surveying;
 - (5) Medicine;
 - (6) Optometry;
 - (7) Professional engineering;
 - (8) Real estate appraising; or
 - (9) Professional nursing; or
- b- Provided in connection with the professional employment or practice of a person who is licensed or registered as:
 - (1) A certified public accountant;
 - (2) An architect;
 - (3) A landscape architect;

- (4) A land surveyor;
- (5) A physician, including a surgeon;
- (6) An optometrist;
- (7) A professional engineer;
- (8) A state certified or state licensed real estate appraiser; or
- (9) A registered nurse.

Sec. 5.11.1.2 Other Services Defined.

“Other services” or simply “services” means any service not specifically identified as a professional service.

Sec. 5.11.2 Adoption by Reference.

In procuring professional services, the Superintendent shall generally adhere to Policy PG-10 unless a specific provision to the contrary is adopted in this policy.

Sec. 5.11.3 Selection of Provider.

The Board and Superintendent shall not select a provider of professional services or a group or association of providers or award a contract for professional services on the basis of competitive bids submitted for the contract or for the professional services. Instead, the Board and Superintendent shall select the provider for the professional service to be procured based on the following criteria.

- a- The provider’s demonstrated competence and qualifications to perform the services.
- b- The fairness and reasonableness of the provider’s price.

Sec. 5.11.4 Limitation on Fees.

A provider may not charge a fee for professional services that exceeds any maximum provided by law.

Sec. 5.11.5 Monitoring of Provider Performance.

The Superintendent or designee shall monitor the services and work of all professional services providers. In developing a system for monitoring the provider performance, the Superintendent shall consider the inclusion of deliverables and other measurable outcomes that demonstrate the delivery of the professional services procured from the provider and that enable the Superintendent or designee to evaluate the quality of the professional services rendered and satisfactory performance of the provider.

Sec. 5.11.6 Administrative Procedures.

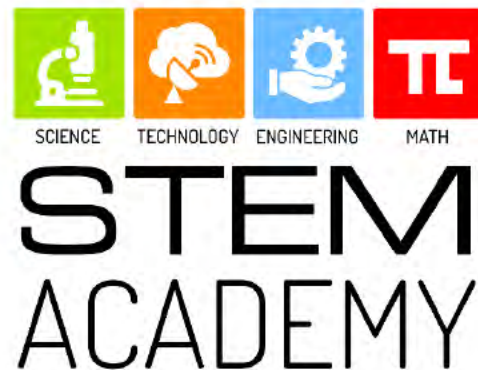
The Superintendent shall prepare administrative procedures as required to implement this policy.



PTAA/Nevada

ATTACHMENT 29

Class and Teacher
Matching Schedule





Pioneer Technology & Arts Academy – Teacher Schedule

Period	Time	Teacher Schedule
1	8:00-8:45	Language Arts
2	8:47-9:32	Language Arts
3	9:34-10:19	Conference
4	10:21-11:06	Language Arts
5	11:10-11:40	Language Arts/Lunch
6	11:42-12:32	Language Arts
7	12:34-1:19	Language Arts
8	1:21-2:34	Language Arts
9	2:36-3:25	Tutoring/After School
10	3:30-4:15	Tutoring/After School



Pioneer Technology & Arts Academy – Bell and Class Schedule Grades 6th thru 7th *Classes will be multi-aged and multi-grade

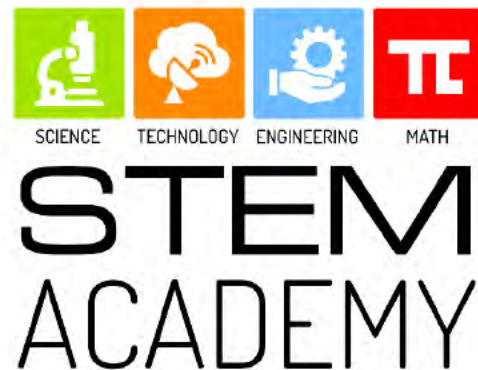
Period	Time	6 th High Alpha Team	6 th Mid/Low Bravo Team	6 th Mid/High Charlie Team	6 th Low/SPED Delta Team	7 th Mid Echo Team	7 th Mid Foxtrot Team	7 th Low/SPED Gamma Team	
1	8:00-8:45	Chinese(M/W/F) /Spanish(T/TH)	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	Social Studies	Science	Engineering / ART Conference
2	8:47-9:32	Science	Engineering(M/W/F)/ STEM Art (T/TH)	Chinese(M/W/F) /Spanish(T/TH)	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Language Arts	Social Studies Conference
3	9:34-10:19	Social Studies	Science	Engineering(M/W/F)/ STEM Art (T/TH)	Chinese(M/W/F) /Spanish(T/TH)	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Language Arts Conference
4	10:21-11:06	Language Arts	Social Studies	Science	Engineering(M/W/F)/ STEM Art (T/TH)	Chinese(M/W/F) /Spanish(T/TH)	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE Conference
5	11:10-11:40	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch and PE
5	11:42-12:32	PE/Lunch	Language Arts/Lunch	Social Studies/Lunch	Science/Lunch	Engineering(M/W/F)/ STEM Art (T/TH)	Chinese(M/W/F) /Spanish(T/TH))/Lunch Vazquez	Math/Lunch	Music/ Home Work Lab Conference
6	12:34 – 1:19	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Language Arts	Social Studies	Science	Engineering(M/W/F)/ STEM Art (T/TH)Houston	Chinese(M/W/F) /Spanish(T/TH)Vazquez	Math Conference
7	1:21-2:34	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Language Arts	Social Studies	Science	Engineering(M/W/F)/ STEM Art (T/TH)Houston	Chinese(T/TH) /Spanish(M/W/F) Conference
8	2:36-3:25	Engineering(M/W/F)/ STEM Art (T/TH)	Chinese(M/W/F) /Spanish(T/TH)	Math	Music (M/W/F)/ Home Work Lab (T/TH)/IL Program	PE	Language Arts	Social Studies	Science Conference
9	3:30 – 4:00	Tutoring/After School	Tutoring/After School	Tutoring/After School	Tutoring/After School	Tutoring/After School	Tutoring/After School	Tutoring/After School	Tutoring/After School



PTAA/Nevada

ATTACHMENT 30

High School PTECH
Crosswalks



Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN	COLLEGE OF SOUTHERN NEVADA	N	AAS IN NETWORKING SYSTEMS ADMIN

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
Total Year 0 High School Credits				Total Year 0 College Credit Hours		
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	7005	ADVANCE STUDY ART	1.0	ART 160	ART APPRECIATION	3.0
Year 1 / Grade 9	5530	COMPUTER SCIENCE AS	1.0	CIT 211	MICROSOFT NETWORKING I	3.0
Total Year 1 High School Credits			3.0	Total Year 1 College Credit Hours		9.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
Year 2/ Grade 10	5530	COMPUTER SCIENCE AS	1.0	CIT 212	MICROSOFT NETWORKING II	3.0
Total Year 2 High School Credits			4.0	Total Year 2 College Credit Hours		9.0
Year 3/Grade 11	6765	PTLW PRIN ENG	1.0	EGG 131	TECHNICAL PHYSICS 1	3.0
Year 3/Grade 11	5372	CTE ELECTIVE	1.0	CIT 114B	IT ESSENTIALS	3.0
Year 3/Grade 11	4160/4408	1ST SEM. US HISTORY HONORS/2 ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 3/Grade 11	5385	CYBERSECURITY AS	1.0	CIT 173	INTRODUCTION TO LINUX	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 174	LINUX SYST ADMIN	3.0
Year 3/Grade 11	5376	CTE ELECTIVE	1.0	CIT 209B	SERVICE DESK SKILLS AND TECHNOLOGY	3.0
Year 3/Grade 11	5340	COMPUTER SCIENCE I	1.0	IS 115	INTRO TO PROGRAMMING	3.0
Total Year 3 High School Credits			7.0	Total Year 3 College Credit Hours		21.0
Year 4/Grade 12	1080	ENGLISH 12	1.0	ENG 100	COMPOSITION ENHANCED	5.0
Year 4/Grade 12	2480	MATH ELECTIVE	1.0	MATH 116	MATH FOR ELECTRONICS APPLICATIONS	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 213	MICROSOFT NETWORKING III	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 214	MICROSOFT NETWORKING IV	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 217	SECURITY+	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 215	MICROSOFT NETWORKING V	3.0
Total Year 4 High School Credits			7.0	Total Year 4 College Credit Hours		24.0
Total High School Credits			20.0	Total College Credit Hours		63.0
Degree (s) to be earned by high school graduation:		ASSOCIATE OF APPLIED SCIENCE IN NETWORKING- SYSTEMS ADMIN				

Program of Study	IHE Partner	Program Previously Offered in District? (Y/N)	Expected Program Student Outcomes
ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT	COLLEGE OF SOUTHERN NEVADA	N	AAS IN SOFTWARE-WEB DEVELOPMENT

Year / Grade Level	High School Course			Post-Secondary Course		
	Course/Code #	High School Course Name	High School Credits	Texas Common Course Numbering System Number	College Course Name	College Credit Hours
Year 0 / Grade 8						
Year 0 / Grade 8						
Total Year 0 High School Credits				Total Year 0 College Credit Hours		
Year 1 / Grade 9	8015	COLLEGE SURVEY EXAMS	1.0	ALS 101	COLLEGE SUCCESS	3.0
Year 1 / Grade 9	7005	ADVANCE STUDY ART	1.0	ART 160	ART APPRECIATION	3.0
Year 1/ Grade 9	5340	COMPUTER SCIENCE 1	1.0	IS 115	INTRODUCTION INTO PROGRAMMING	3.0
Total Year 1 High School Credits			3.0	Total Year 1 College Credit Hours		9.0
Year 2/ Grade 10	1450	PUBLIC SPEAKING ARGUMENT	1.0	COM 101	ORAL COMMUNICATION	3.0
Year 2/ Grade 10	5385	IT NETWORKING AS	1.0	CIT 112B	NETWORK+	3.0
Year 2/ Grade 10	5530	COMPUTER SCIENCE AS	1.0	CIT 130	BEGINNING JAVA	3.0
Total Year 2 High School Credits			3.0	Total Year 2 College Credit Hours		9.0
Year 3/Grade 11	6765	ADV-STDY-SOC STDY	1.0	ANTH	INTRODUCTION TO PHYSICAL ANTHROPOLOGY	3.0
Year 3/Grade 11	5388	WEB DESIGN & DEVELOPMENT I	1.0	CIT 114B	BEGINNING WEB DEVELOPMENT	3.0
Year 3/Grade 11	4160/4408	1ST SEM. US HISTORY HONORS/2 ND SEM. ADV STUDY-SOC STDY	1.0	HIST 102 /HIST 111	US HISTORY SINCE 1877 SURVEY OF US CONSTITUTIONAL HISTORY	6.0
Year 3/Grade 11	5392	WEB DESIGN & DEVELOPMENT II	1.0	CIT 154B	WEB SCRIPT LANGUAGE PROGRAMMING	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 174	DYNAMIC WEB APPLICATIONS	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 209B	INTRODUCTION TO COMPUTER SECURITY	3.0
Year 3/Grade 11	5530	COMPUTER SCIENCE AS	1.0	CIT 180	DATABASE CONCEPTS AND SQL	3.0
Total Year 3 High School Credits			7.0	Total Year 3 College Credit Hours		24.0
Year 4/Grade 12	1080	ENGLISH 12	1.0	ENG 100	COMPOSITION ENHANCED	5.0
Year 4/Grade 12	2480	MATH ELECTIVE	1.0	MATH 116	MATH FOR ELECTRONICS APPLICATIONS	3.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 251	ADVANCED WEB DEVELOPMENT	3.0
Year 4/Grade 12	5560	WEB DESIGN & DEVELOPMENT AS	1.0	CIT 252	WEB DATABASE DEVELOPMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 263B	PROJECT MANAGEMENT	3.0
Year 4/Grade 12	5530	COMPUTER SCIENCE AS	1.0	CIT 230	ADVANCED JAVA	3.0
Year 4/Grade 12	53444	COMPUTER SCIENCE II	1.0	CIT 215	BEGINNING C++	3.0
Total Year 4 High School Credits			7.0	Total Year 4 College Credit Hours		23.0
Total High School Credits			21.0	Total College Credit Hours		62.0
Degree (s) to be earned by high school graduation:		ASSOCIATE OF APPLIED SCIENCE IN SOFTWARE-WEB DEVELOPMENT				

WEB DESIGN AND DEVELOPMENT

- Program of Study -

Career Cluster: Information Technology

Career Pathway: Web and Digital Communications

This Academic Plan is based upon the state requirements needed for an Advanced Diploma. Academic course names may vary among school districts.

Grade	1 st Course	2 nd Course	3 rd Course	4 th Course	5 th Course	6 th Course (CTE)
9 th Grade	English I	Algebra I	Biology	Health / Computer Literacy	Physical Education	Web Design and Development I
10 th Grade	English II	Geometry	Chemistry or Geoscience	World History	Physical Education	Web Design and Development II
11 th Grade	English III	Algebra II	Science Course or Elective ¹	US History	Foreign Language ² or Elective ¹	Web Design and Development III ³
12 th Grade	English IV	Senior Level Math Course	Elective ¹	US Government	Foreign Language ² or Elective ¹	Web Design and Development Advanced Studies

¹ Electives may include arts and humanities courses or other career and technical education courses that relate to the program of study.

² Foreign Language courses are recommended if a student is planning on entering a university. (See individual university admission policies)

³ CTE Assessments will be administered during the completion level CTE course.

Career and Technical Student Organizations	Work-Based Learning	CTE Assessments
FBLA / SkillsUSA	Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers	1) End of Program Technical Assessment for Web Design and Development 2) Workplace Readiness Skills Assessment (for Employability Skills Standards)

Postsecondary Options	State Articulation Agreements for CTE College Credit
College of Southern Nevada / Great Basin College / Nevada State College / Truckee Meadows Community College / University of Nevada, Las Vegas / University of Nevada, Reno / Western Nevada College	<p>Secondary Program Requirements Student must earn the state Certificate of Skill Attainment in Web Design and Development.</p> <p>Postsecondary Credit Options College of Southern Nevada 3 Credits Great Basin College 12 Credits Truckee Meadows Community College 6 Credits Western Nevada College 3 Credits</p>

High Wage - High Skill - High Demand Careers	State Recognized Industry Certifications
Web Developer / Search Engine Marketing Specialist / Site Developer / Streaming Media Specialist / Web Administrator / Webmaster	Refer to the Governor's Office of Workforce Innovation's Nevada Eligible Industry Credentialing List

INFORMATION TECHNOLOGY NETWORKING

Program of Study

Career Cluster: Information Technology

Career Pathway: Network Systems

This Academic Plan is based upon the state requirements needed for a College and Career Ready (CCR) Diploma.
Academic course names may vary among school districts.

Grade	1 st Course	2 nd Course	3 rd Course	4 th Course	5 th Course	6 th Course (CTE)
9 th Grade	English I	Algebra I	Biology	Health / Computer Literacy	Physical Education	CISCO-IT Essentials / Intro to Cybersecurity
10 th Grade	English II	Geometry	Chemistry or Geoscience	World History	Physical Education	CISCO-CCNA I Intro to Networking
11 th Grade	English III	Algebra II	Science Course or Elective ¹	US History	Foreign Language ² or Elective ¹	CISCO-CCNA II Routing and Switching Essentials ³
12 th Grade	English IV	Senior Level Math Course	Elective ¹	US Government	Foreign Language ² or Elective ¹	IT Networking Advanced Studies

¹ Electives may include arts and humanities courses or other career and technical education courses that relate to the program of study.

² Foreign Language courses are recommended if a student is planning on entering a university. (See individual university admission policies)

³ CTE Assessments will be administered during the completion level CTE course.

Career and Technical Student Organizations	Work-based Learning	CTE Assessments
FBLA / SkillsUSA	Job Shadowing / Internship / Work Experience / Career Days / Career Fairs / Field Trips / Guest Speakers	1) End of Program Technical Assessment for Information Technology Networking 2) Workplace Readiness Skills Assessment (for Employability Skills Standards)

Postsecondary Options	State Articulation Agreements for CTE College Credit
College of Southern Nevada / Great Basin College / Nevada State College / Truckee Meadows Community College / University of Nevada, Las Vegas / University of Nevada, Reno / Western Nevada College	Secondary Program Requirements Student must earn the state Certificate of Skill Attainment in Information Technology Networking. Postsecondary Credit Options College of Southern Nevada 16 Credits Great Basin College 9 Credits Truckee Meadows Community College 13 Credits Western Nevada College 8 Credits
High Wage - High Skill - High Demand Careers	State Recognized Industry Certifications
Network Administrator / Network Technician / Information Systems Administrator / Technical Support Specialist / Network Architect / Security Analyst	Refer to the Governor's Office of Workforce Innovation's Nevada Eligible Industry Credentialing List

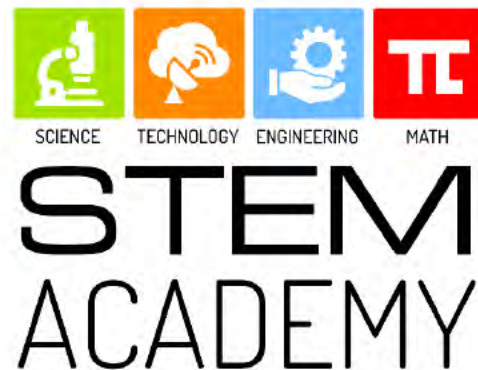


PTAA/Nevada

ATTACHMENT 31

High School
Handbook

P.TECH
Pathways in Technology
Early College High School



Welcome to PTAA-Nevada

PTAA-Nevada welcomes each of our students and families to a robust academic planning document and tool that will guide you for the next 5-years of your educational journey. Our plans extend beyond the four-years because of emphasis on college and career readiness. Every student at PTAA-Nevada will succeed, and the PTAA-Nevada family strongly commits to your success.

The curriculum offered at PTAA-Nevada will prepare you for almost any field you wish to pursue. Our model/framework is based upon our P-TECH/STEM integration pathways. Your counselor, teachers, and department coordinators are available to assist you in your decisions on your course selections. Please be aware that PTAA-Nevada offers expanded opportunities for you to earn high school credits while receiving college credits through our dual enrollment up to 60 hours, earn an Associate of Applied Science or an Associate of Arts degree through the College of Southern Nevada (CSN), industry-based certification, and internships hours with major partners of PTAA-Nevada. Your counselor, parents, and major instructors are the key individuals who can help you plan your class selections.

HOW TO USE THIS CATALOG

READ this entire course selection guide and the course descriptions carefully before you register. Be sure that you have met the prerequisites for selected courses. Students must meet these prerequisites to enroll in a course or request permission to challenge the course.

DISCUSS your course selection with your parents/guardians, teachers, and your counselors before course selection. Many subjects require a teacher's recommendation and signature. Teachers will recommend English, Mathematics, Science, and Social Studies placements.

CHOOSE courses that will challenge you and give you the best possible preparation for your future in terms of your career and educational goals. Students will not be able to take classes below their achievement level.

COMPLETE the course selection form.

- List your required classes first, and then list your electives. Make four elective choices. **If elective options are filled or canceled, you will be assigned your alternate choice(s) based on your designate's priority listing.** Counselors will review core class recommendations during one-on-one conferences.
- According to their spring schedule, students planning to attend summer school will be pre-registered based on the next logical course sequence. If a student completes summer school, courses may be changed upon returning to school in the fall.
- Seniors must apply for a reduced class load (shortened day) during course selection. Reduced class loads may not be approved after the school year begins. Only seniors that have passed all exams required for graduation will be permitted to apply for a reduced class load.

UNDERSTAND that you are expected to remain in the classes you have selected during course selection throughout the 2021 – 2022 school year. Exceptions will only be made when graduation requirements need to be met or for reasons governed through the schedule change policy.

NEVADA DEPARTMENT OF EDUCATION CODE OF HONOR

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work that they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

What is cheating?

Cheating or academic dishonesty can take many forms but always involves the improper taking of information from or giving information to another student, individual, or other sources. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or other source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers, or projects without specific teacher permission
- Allowing others to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

What is plagiarism?

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It represents another person's works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility to maintain academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism.

Parents must support their students in making the right decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently when that is the assignment's nature. Adhering to the Code of Honor for academic honesty promotes an essential skill beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school board

GENERAL INFORMATION

Course Challenge

Placement in some courses is based on students' ability level, teacher recommendations, and other indicators. Students are encouraged to challenge recommendations that they feel do not meet their academic needs. The student and parents/guardians should carefully consider all prerequisites for each course. The counselor will assist the student in assessing any information that may help make an informed decision.

Please note that a student who successfully petitions a course must remain in the challenged course for the entire school year. Students will not be permitted to select courses below his/her ability level. Students are encouraged to enroll in courses that are academically fulfilling.

Schedule Change Policy

Advanced planning and guidance are provided for each student before course selection; schedule changes **will not be made after Course Selection**. Students will be required to remain in year-long courses for the entire school year. ***Schedule changes will not be granted to accommodate a student's request for a specific instructor.*** Due to the State of Nevada Department of Education Guidelines, no student may change a class and receive credit after **the first eighteen (18) days** of the semester. After this point, any schedule changes will result in an "F" on the transcript for the dropped class. Requests for schedule changes are considered only during the first three weeks of the semester and are granted only for the following reasons:

1. Graduation requirement fulfillment
2. Misplacement in an academic area according to test scores and/or ability
3. Successful completion of summer school course work

Due to increased/decreased enrollment and staff changes, the administration may balance course sections by transferring students from one class and/or teacher to another section. This process is called *leveling*. Every effort will be made to ensure a smooth transition for students who are transferred.

Required High School Student Class Load

The State of Nevada requires all high school students to be enrolled as follows:

- Ninth, tenth, and eleventh-grade students must be enrolled in at least the equivalent of six (6) periods per day. As PTAA-NEVADA has a 4 x 4 block schedule, students must be enrolled in eight (8) courses per semester.
- Twelfth-grade students that are College and Career Ready* must be enrolled in at least the equivalent of six (6) periods per semester. Twelfth-grade students that are **not** College and Career Ready* must be enrolled in at least the equivalent of eight (8) periods per semester.

Coursework taken outside of the regular school day may be counted towards the required high school class load requirements, subject to school administrator approval **before** enrollment. The scheduling of open periods will be based on the master schedule and class loads. Students who qualify may request but are not guaranteed a late start or early dismissal. Students on a reduced schedule must provide their own transportation and leave campus as soon as their schedule is complete. Students on a reduced schedule who loiter on campus will be enrolled in a class.

** The Nevada Department of Education establishes the standards for students that are considered College and Career Ready. Students must complete the ACT plus Writing exam with a minimum of 18 in English and 22 in Mathematics. Please see your school counselor for details.*

POST SECONDARY PLANNING

PTAA Student Service Counseling

PTAA-Nevada mandates that every student generates a 5-year plan to successfully establish a firm postsecondary guide and transition into college or career. To this end, we have launched our PTAA Student Success Center. This center is open to students and their family members daily during school hours. There are ample computers with internet access, workspace, and friendly volunteers to assist with a wide variety of needs. We can help you with Infinite Campus, college, and scholarship information, resume and portfolio building, internship, and summer program opportunities, and much more. We look forward to assisting you!

College and Career Readiness

Students benefit from comprehensive school counseling programs that include college and career readiness standards. Besides classroom lessons and family night events, students also meet individually with a school counselor to complete academic plans. An academic plan is a five -year course plan built on a student's strengths, weaknesses, and interests and aligned to the PTECH program requirements. The academic plan is built upon a student's individual postsecondary goals.

Career and Technical Education

Career and Technical Education (CTE) in Nevada is organized into six (6) program areas and course sequences. Each high school in PTAA-NEVADA may offer different programs and course sequences. Please review the section Courses and Descriptions for details on CTE courses. Additional information can be found online at

<http://PTAA-Nevada.doe.nv.gov/CTE/>

Nevada CTE Program Areas:

1. Agricultural and Natural Resources
2. Business and Marketing Education
3. Education, Hospitality, and Human Services
4. Health Science and Public Safety
5. Information and Media Technologies
6. Skilled and Technical Sciences

Programs and Progress

A graduation program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review graduation programs and progress online using **Infinite Campus**. The graduation program Progress Report is an easy-to-use guide that shows a student's progress towards specific credit requirements, testing requirements, and any additional requirements for the planned diploma type. To view this report in Campus Parent or Student, go to Academic Plan > Next > Progress Report.

A career tech program is assigned to students to assist with tracking progress toward postsecondary readiness. Parents and students can review career tech programs and progress online using **Infinite Campus**. The Career Tech Program Progress area works in the same way as the graduation programs. Students can view their progress towards any number of career tech options, including a specific CTE program, the Seal of Biliteracy, and more."

PTECH Five-Year Academic Plan (I revised the first two paragraphs to reflect PTECH model)

All ninth-grade students must have an approved five-year academic plan. The academic plan must include the specific educational goals that the student intends to achieve before graduation from high school. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit, career, and technical education (CTE), Advanced Placement (AP), International Honors (PTAA-NEVADA) courses.

Eighth -grade students and their parents or legal guardian work with a school counselor to develop a high school academic plan, sign the academic plan, and review the academic plan at least once each school year in consultation with a school counselor, and revise the plan if necessary. Please contact your school directly for instructions on how to approve your child's academic plan online.

For students enrolling in high school after ninth grade, an academic plan will be created with appropriate grade-level modifications.

The academic plan is used as a guide for the student and the parent or legal guardian to plan, monitor, and manage the student's educational development and determine the progress of the student toward degree completion.. If a student does not satisfy all of the goals outlined in the academic plan, he/she is eligible to graduate and receive a high school diploma if requirements for a diploma are otherwise satisfied.

Required: College Readiness Assessments

All juniors will take the ACT plus Writing exam in the spring each year.. The college and career readiness assessment (ACT with Writing) is a requirement for graduation. Juniors will take the ACT in the spring of the junior year at no cost. It is recommended that all students take the ACT in the spring of the junior year, as most four-year colleges/universities require test scores for admission. Some colleges/universities and NCAA Division I Initial Eligibility (for student-athletes) require a minimum score on the ACT to determine placement in freshman English and math courses. Finally, some universities determine scholarship eligibility based on ACT and/or SAT results.

Students attending college/university in Nevada can earn the Millennium Scholarship after successfully completing the core curriculum and earning at least 21-composite scores on the ACT. For more information, please see the Nevada Scholarships section of this guide.

It may be necessary to retake the ACT and/or SAT to increase scores. This may enable a student to avoid placement in remedial math and/or English college course. Remedial courses at Nevada System of Higher Education institutions provide no college credit and are not paid for by the Millennium Scholarship program. Beginning with the September 2020 ACT, ACT Section Retesting will be available to all students who have taken the full ACT. Students can retake one or more single-section subject tests at approved ACT centers across the US to improve their scores. Please contact your school counselor with additional questions.

Optional: ACT National Career Readiness Certificate (NCRC)

The ACT NCRC is a portable, evidence-based credential that certifies the essential skills for workplace success. Employers look for it from job candidates because it is a valid predictor of job performance. Students that earn a Silver or above for the ACT NCRC credential will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: Armed Services Vocational Aptitude Battery (ASVAB)

The United States Department of Defense developed this test to administer to students all over the country. The test is typically scheduled during the school day and is normally at no cost to the student. Score reports received after taking the test can be useful in determining college and career pathways. This test is typically taken in grades 10-12. Students that earn a 50 or above on the ASVAB will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Optional: SAT

Most colleges and universities use the SAT to make admissions decisions. It is a multiple-choice test administered by the College Board. The purpose of the SAT is to measure college readiness by providing colleges with common scores to compare all students. Free online test preparation is available through Khan Academy ([PTAA-Nevada.khanacademy.org](https://www.khanacademy.org)). This test is typically taken during the spring of grade 11 and fall of grade 12. There is a cost associated with this exam, but fee waivers may be available to those that qualify. Students that earn a 480 in Reading and a 530 in Math will also meet one of the qualifications for the College and Career Ready Diploma. Please contact your school counselor with additional questions.

Students attending college/university in Nevada can earn the Millennium Scholarship to complete the core curriculum and earn a combined reading, writing, and math score of 1070 or higher. For more information, please see the *Nevada Scholarships* section of this guide.

Optional: PSAT/NMSQT

The Preliminary SAT/National Merit Scholarship Qualifying Test is a great way to prepare for the SAT. Scores are used to identify National Merit Scholars and award merit scholarships. Score reports received after taking the test can help determine which Advanced Placement (AP) coursework may be appropriate during high school. Free online test preparation is available through Khan Academy ([PTAA-Nevada.khanacademy.org](https://www.khanacademy.org)). This test is typically taken in grades 8, 10, and 11. The examinations for students in grades 8 and 10 are at no cost. Please contact your school counselor with additional questions.

The PTAA (Pioneer Technical Arts Academy) will implement the high school course of study according to Nevada Revised Statute (NRS) 389.018, which outlines the course of study for all students and students will be automatically enrolled in:

- 4 years of English
- 4 years of mathematics, including algebra 1 and geometry
- 3 years of science, including two laboratory courses; and
- 3 years of social studies, including American government, American history, and world history or geography).

Exceptions: Per NRS 389.018 and Board Policy 2.13, students may be granted exceptions on a limited, case-by-case basis. Exceptions may be granted under the following conditions:

1. A special education student is exempted via the IEP process.
2. A student who has transferred into a PTAA high school as a junior or senior cannot earn the 4th mathematics or 3rd science credit during the school year in his/her remaining school years before graduation. Determining whether a student can earn the fourth mathematics and/or third science credit will be made jointly in a conference with the student, parent, counselor, and principal or assistant principal within 10 days of enrollment.
3. If the student, the student's parent or legal guardian, and an administrator or a counselor at the school enrolled mutually agree to a modified course of study for the student. That modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

PTAA required courses for graduation, of which a student must earn a minimum of 23 credits, including certain required courses and a variety of electives. Each student must also receive a passing score on all EOC (End of Course) aligned courses, English Language Arts, Algebra I, Geometry, and Science. The table demonstrates options for PTAA students:

Course Title	Standard	State Advanced	CCR Diploma
English	4.0	4.0	4.0
Math (Must include Algebra I & Geometry or equivalent)	3.0	4.0*	4.0*
Science	2.0	3.0	3.0
U.S History	1.0	1.0	1.0
American Government	1.0	1.0	1.0
World History/World Geo	0	1.0	1.0
PE	2.0	2.0	2.0
Arts/Humanities/CTE/College & Career Ready Flex	3.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5
Health	0.5	0.5	0.5
World Language	0	0	2.0*
Electives	6	6.0	4.0
Totals	23	24.0	24.0
Required Cumulative GPA		3.25 on a 4.0 scale (<i>no rounding</i>)	3.40 on a 4.0 scale (<i>no rounding</i>)

- *Algebra I; Geometry or Formal Geometry; Algebra 2 (or its equivalent); plus 1 or more math class beyond Algebra 2
- *Two more credits must be in Biology, Chemistry (Integrated Physics/Chemistry), or Physics

TYPES OF DIPLOMAS OFFERED TO PTAA-Nevada STUDENTS

PTAA Nevada Standard Diploma (2022 and beyond cohorts): This student will have completed a minimum of 23 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

Advanced Diploma: This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits) with a minimum of 3.25 cumulative GPA, weighted or unweighted (no rounding) including all credits applicable toward graduation, and will have taken the College and Career Readiness assessment prescribed by the State as a diploma requirement for their respective graduating class.

College & Career Ready Diploma: This student will have completed a minimum of 24 credits for an Advanced Diploma and demonstrated the following:

1. Proficiency in speaking not less than 2 languages or have earned not less than two credits in one or more of the areas below:
 - a. Advanced Placement courses; or
 - b. International Baccalaureate courses; or
 - c. Dual credit courses; or
 - d. Career and Technical Education courses; or
 - e. Work-based Learning or Internship courses; or
 - f. World Language courses
2. Earned one or both endorsements:
 - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
 - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate, or obtain an industry-recognized credential.
3. They have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

Alternative Diploma: The Alternative Diploma is available to students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align with the academic coursework and the College and Career Readiness assessment (ACT) requirements for students working to achieve a standard diploma. High school students who pursue the Alternative Diploma must complete the required number

of credits and pass standards-aligned courses. Students who achieve an Alternative Diploma will be able to remain in school through the year of their 22nd birthday, and those who choose to do so will continue to receive services under IDEA.

Adjusted Diploma: This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits but may not have completed all of the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness and the civics examination assessment prescribed by the State as a diploma requirement for their respective graduating class. The student's IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma through the year of their 22nd birthday.

TYPES OF SEALS, CERTIFICATES, AND ENDORSEMENTS OFFERED TO PTAA-NEVADA STUDENTS

Nevada Career & Technical Education Endorsement/Seal: A student who satisfies the requirements for graduation from high school and successfully completes an approved sequence of courses leading to a completion course in a career and technical education program area must be awarded a high school diploma with a CTE endorsement on the front (NAC 389.815, 389.800) **if** the pupil has maintained a 3.0-grade point average in all classes applicable to the course of study and passed the end-of-program assessments prescribed by the Nevada Department of Education. See <http://cteae.nv.gov/> (click on Program Resources, then Course Catalog) for the current courses that comprise a course of study in each approved program area.

Nevada State Seal of Biliteracy: The Nevada State Seal of Biliteracy is an award given to high school graduates who have demonstrated English proficiency and one or more world language. Students can demonstrate world language proficiency by taking one of the various language assessments offered by the PTAA-Nevada. An official Seal will be affixed to the high school diploma, and the Seal of Biliteracy will appear on students' official transcript with the designation of the specific language(s).

Nevada State Seal of STEM: The Nevada State Seal of STEM (Science, Technology, Engineering, and Mathematics) is an award given to high school graduates who have earned a 3.25-grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least four credits in science, at least four credits in mathematics, and at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science. Students must also demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in PTAA-Nevada. An official Seal will be affixed to the high school diploma, and the Seal of STEM will appear on students' official transcript.

GRADES AND GRADE POINT AVERAGE

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. For the purpose of computing grade point average (GPA), S/U grades are not included. No credit is awarded for F grades. Students who do not meet the 90% attendance requirement will receive an "F" and will not earn credit in the course. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per PTAA-Nevada (4.0 grading scale). For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA, and .050 will be added to each semester of an AP course, producing the weighted overall GPA.

FINAL EXAMINATIONS

PTAA-Nevada guidelines require a final examination of all students in all courses, which award one-half (.5) credit or more. Semester tests may consist of skill or performance tests and oral or written examinations, depending upon the course's objectives and the nature of the class. Students who miss a semester final and do not make it up within the first three weeks of the following semester will fail the course. The grade weight of the semester exam is between 15% - 20%. Semester exams will not be curved. No exams will be given early.

CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have met the 90% attendance requirement, have completed work successfully, and have taken the final examination. Students who withdraw from a class after the eleventh week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three weeks after the beginning of the next semester, or the incomplete becomes an "F," and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

ALTERNATIVE MEANS OF EARNING CREDIT

PTAA-Nevada limits the maximum number of credits from alternative means that may be applied toward high school graduation to four (4). "Alternative means" refers to credits earned through internship/work experience, service-learning/community service, job experience & training, and travel study. Credits earned in credit-by-exam, dual credit, correspondence, on-line courses, summer school, and extended day/night school are not included as part of the maximum four credits. Total Work Experience/Internship credits may not exceed a maximum of one (1) credit (per NRS 389.167). Grades earned in any supplemental or alternative program will be averaged into the appropriate semester's GPA. For more information about any program listed, see your high school counselor.

CTE (Career & Technical Education) Work Experience - 1 Semester = 0.5 credit

PTAA-Nevada strives to offer students a variety of career development opportunities that match their career interests and facilitate their transition from high school to postsecondary endeavors. Job shadow and paid internship experiences (collectively referred to as Work Experience) help students understand the educational requirements of different careers, understanding the reality of the daily duties in a work environment, and increase their awareness of postsecondary education and training opportunities. Students may enroll in and repeat the internship class for up to two semesters.

Requirements:

- 1 Students must be in grades 11 or 12; enrolled in an approved CTE course sequence with successful completion of the second level course and be approved by the CTE teacher.
- 1 In collaboration with the CTE teacher, students must identify a site for the job shadow (unpaid) or internship (paid) experience.
- 1 Students must complete an application process with the CTE teacher and worksite.
- 1 Students must complete 60 hours to receive credit. A minimum of 45 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- 1 Students must provide transportation to and from the job site.
- 1 Students must provide evidence of health insurance to participate.
- 1 Work Experience hours must be served outside the school day.

FOR MORE INFORMATION: Contact your high school counselor or Principal.

Work Experience/Internship - 1 Semester = 0.5 credit

This course is designed to expand the students' opportunities for applied learning through participation in a paid or unpaid career-specific experience. This course provides an in-depth work experience that applies the processes, concepts, and principles connected to classroom instruction and developing 21st-century employability skills. This course will encourage students to explore and develop advanced skills through work-based learning directly related to their career interests. Total credits may not exceed a maximum of one (1) credit (per NRS 389.167). Students will earn a letter grade, which will be applied to the GPA. The course must follow NAC 389.562 and 389.566 regulations.

Work Experience/Internship may be counted toward the minimum load requirement and must be included on the student's schedule. Students may enroll on a semester basis, and the student must complete all requirements for credit by ten school days before the end of the final grading period of the semester.

Requirements:

- 1 Students must be in grades 11 or 12 and good standing.
- 1 In collaboration with a teacher, students must identify a site for the job shadow (unpaid) or internship (paid) experience.
- 1 Students must complete an application process with a teacher and worksite.
- 1 Students must complete 60 hours to receive credit. A minimum of 45 hours must be performed in service at the job site. An additional 15 hours of reflective coursework must be completed.
- 1 Students must provide transportation to and from the job site.
- 1 Students must provide evidence of health insurance to participate.
- 1 Work Experience hours must be served outside the school day.

Job Experience & Training

PTAA Nevada students who are at least 16 years of age may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining his/her own job. Job Experience credit may be earned at one-half (.5) credit for 60 hours of active participation per semester or summer. Job experience is limited to 2.0 credits.

Credit by Exam

Students who wish to challenge certain high school courses may take a Credit by Exam (CBE). CBEs are offered through the PTAA-Nevada campus. There is a fee for the exams. A passing score will earn the student ungraded high school credit.

FOR MORE INFORMATION: Contact your high school counselor.

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

The following paragraphs will briefly describe some of the opportunities available to students in the PTAA-Nevada through which they can get a head start on college by earning placement in, waiver of, and/or credit for college courses while still in high school. It is important for students to check with their intended postsecondary institution and, if applicable, the NCAA, to determine if that school/program will accept the courses.

Advanced Placement

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their high school teachers. In May of each year, students in AP classes take a three-hour comprehensive exam written and scored by the College Board. The exams are scored on a scale of 1 to 5. An exam score of 3 is generally considered "qualifying," and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some allow students with high exam scores to be eligible to take the college's own placement exams and earn credit or waivers. Because each college has its own AP policy, students need to contact the admissions office at their post-secondary institution to determine what type of credit/waiver will be available.

PTAA-Nevada course titles, which include the notation "AP" or Advanced Placement, are year-long courses, and all requirements must be met before the "AP" designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$93 per exam. Students do not have to be enrolled in an AP course to take an AP Exam, but students in WCSD who are enrolled in a course with "AP" in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

CTE College Credit

CTE College Credit is offered through some Career & Technical Education (CTE) courses. Students earn college credits through successful completion of the CTE program of study, which is taught by the high school teacher on the high school campus. College credit is earned at the same time students are earning high school credit. Once earned, these credits are added to a transcript through the Nevada community college system and can be transferred to other 2- and 4-year postsecondary institutions. ***These credits are FREE to students!***

To earn this college credit, a student must:

1. Be a high school student in 11th or 12th grade
2. Be enrolled in a CTE program of study
3. Pass the Nevada Employability Skills and Technical Skills Exams
4. Earn a B average in the program of study courses

Dual Credit

UNR, TMCC, WNC, GBC, and SNC offer campus-based college courses to high school students through which they may earn college credit and high school credit at the same time. High school students attend class on the college campus. Also, there are some dual credit courses that may be offered through web-based programs.

A one-semester Dual Credit course earns the successful student 3 or 5 college credits and one high school credit. Grades become part of the student's GPA at both institutions. High school students pay regular college tuition and fees for most dual credit courses. Most dual credit classes have prerequisites, including completing certain courses, minimum high school GPA, and one-time attendance at an orientation session. A dual credit course may be applied for either elective or academic high school credit provided it is on the approved list. Academic credit refers to those courses which have been approved to meet core course requirements. Elective courses are courses that have not been approved to be offered as academic credit but have been approved to be offered as elective credit by the PTAA-Nevada Board of Trustees and the State Board of Education.

Students register for dual credit courses with their high school counselor. To receive credit at both the high school and college, students must complete a specific application for Dual Credit in advance and submit it to the high school and complete and submit a college admission application as a non-degree student. Not all colleges accept courses taken through dual credit programs, so it is essential to check with your intended college/university admissions office and school counselor.

FOR MORE INFORMATION: Contact your high school counselor or campus principal.

TITLE IX

Title IX guarantees equal access to courses and programs for both male and female students. Title IX further states that an institution may not provide any course or otherwise carry out any of its educational programs or activities separately on the basis of sex, or require or refuse participation therein by any of its students on such a basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

NOTICE OF NON-DISCRIMINATION

The PTAA-Nevada School prohibits bullying, cyber-bullying, harassment, sexual harassment, and/or discrimination based on an individual's actual or perceived race, color, religion, sex (including pregnancy), national origin, age, sexual orientation, gender identity or expression, genetic information, veterans or military status, marital status, political affiliation, disability or the presence of any sensory, physical or mental handicap in any of its educational programs/activities, employment or employment opportunities, or any program or activity conducted or funded by the U.S. Department of Agriculture. The District prohibits

discrimination against any youth group listed in Title 36 as a patriotic society (i.e., Boy Scouts of America) from access to public school facilities use. The District is an Equal Opportunity Employer.

PTECH

The PTECH program is a whole model within a school. Every student will be automatically enrolled in the program. PTAA- Nevada P-TECH's industry partner is committed to supporting our students in their Workplace Learning experiences. Some areas of support include skills mapping to ensure graduates are ready to enter the workforce; Workplace Learning curriculum; mentoring for all students; skills-based, paid internships; and job placement after graduation.

What pathways are offered at PTAA-Nevada P-TECH Early College High School?

Pathway

HS Endorsement: Information and Media Technologies

CTE Program: Web Design & Development

Degree Plan: AAS in Computing and Information Technology: Software- Web Development

Certificate(s): A+, C+, Adobe

IHE: CSN

Industry Partner: Sharp & Microsoft

Pathway

HS Endorsement: Information and Media Technologies

CTE Program: Information Technology Networking

Degree Plan: AAS in Computing and Information Technology: Networking-Sys Admin

Certificate(s): Microsoft Office Suite; A+, N Plus

IHE: CSN

Industry Partner: Sharp & Microsoft

POSTSECONDARY OPTIONS

NEVADA UNIVERSITY ADMISSIONS

The Nevada Board of Regents sets the requirements for admission to the Nevada System of Higher Education (NSHE) institutions. To see all Nevada options, please visit the NSHE website: <https://nshe.nevada.edu/nshe-institutions/>. The four-year NSHE admission criteria are as follows:

- 3.0 GPA (weighted or unweighted) in 13 High School Courses:
 - 4 credits in English
 - 3 credits in math
 - 3 credits in social studies
 - 3 credits in natural science
- SAT or ACT Test Scores:
 - The new SAT Critical Reading and Math combined score of 1120
 - The ACT Composite score of 22
- Nevada Advanced Diploma

FOUR-YEAR COLLEGE OR UNIVERSITY

- A public or private educational institution where you can earn a bachelor's degree
- Schools vary in size, admissions criteria, academic standards, course offerings, student population, location, and cost
- In most colleges or university programs, you are expected to sample a variety of courses during the first two years and then focus on your major in the last two years
- Requirements for graduation differ, although most colleges require a certain number of credits in English and foreign languages

PUBLIC COMMUNITY COLLEGE

- Ability to live at home while adjusting to college classes
- Simpler admissions requirements (High School Diploma or GED, Registration, Placement Test)
- Opportunity to sample college classes
- A chance to build a better academic record
- Lower tuition and other costs than at a typical four-year college

PRIVATE JUNIOR COLLEGE

- An opportunity to live away from home in a supportive environment
- Small classes with opportunities to improve academic skills
- Easier entrance requirements than a typical four-year college or university

CONTINUING EDUCATION CLASSES

- Provides a way to explore subject areas
- Opportunity to build academic study skills without worrying about grades
- Allows students to experience and explore college as an option

LIFE SKILLS TRAINING PROGRAMS

- Learn necessary daily living skills
- Practice independent living
- Be part of a college or university

APPRENTICESHIPS

- Begin working immediately
- Receive training on the job and take classes
- Earn money and benefits when you work
- Learn skills that will make you employable anywhere

CAREER, VOCATIONAL, OR TECHNICAL EDUCATION

- Minimal admissions requirement (high school graduation may or may not be required)
- All classes related to skills needed for jobs in a particular occupational area
- Learn marketable skills

JOB CORPS

- Vocational, academic and social skills training
- Room, board, and stipend
- Job/college support after leaving Job Corps

CITY YEAR AND AMERICORPS

- Monthly stipend
- Educational Award for a complete year of service
- Opportunity to gain job skills and work experience
- <http://PTAA-Nevada.cityyear.org/>
- <http://PTAA-Nevada.americorps.gov/>

MILITARY

- Learn valuable job skills
- Earn money for future education
- Army: <http://PTAA-Nevada.goarmy.com>,
- Navy: <http://PTAA-Nevada.navy.com>,
- Air Force: <http://PTAA-Nevada.airforce.com>,
- Coast Guard: <http://PTAA-Nevada.gocoastguard.com>,
- Marines: <http://PTAA-Nevada.marines.com/>,
- National Guard: <http://PTAA-Nevada.nationalguard.com/>

NEVADA SCHOLARSHIPS

MILLENNIUM SCHOLARSHIP

The State of Nevada's Governor Guinn Millennium Scholarship Program provides financial support to Nevada's high school graduates who attend an eligible Nevada community college, state college, or university. You may receive up to a maximum award of \$10,000 for undergraduate coursework during the six years following your high school graduation. There is no application form to complete. If you meet all Millennium Scholarship requirements upon high school graduation, the District will submit your name to the Office of the State Treasurer. You will receive an award notification in early August. A fact sheet on policy guidelines and requirements for eligibility can be obtained by calling 888-477-2667 or http://PTAA-Nevada.nevadatreasurer.gov/GGMS/GGMS_Home/. Please note that this information is subject to any changes in state law, policies adopted by the NSHE Board of Regents, availability of funding, and any related matters hereto.

PUBLIC EDUCATION FOUNDATION

The Public Education Foundation offers a variety of scholarships to help students pursue higher educational goals. In many cases, the scholarships make the college and university experience accessible to students who might not otherwise dream of a college education. The Public Education Foundation offers more than 260 different scholarship opportunities for Southern Nevada's high school seniors to attend both in-state and out-of-state schools.

Scholarship donors are corporations, associations, organizations, foundations, and individuals who want to create a brighter future by encouraging education. Each donor has the opportunity to determine the criteria of their scholarship and plays an active role in selecting the scholarship recipients. The Foundation provides professional assistance in establishing the scholarship funds at no cost, including advertising and promotion, clerical support, and an awards recognition luncheon in May. The luncheon gives the donors and scholarship recipients the opportunity to meet if they haven't already done so during the selection process.

To date, the Foundation has awarded more than 6,100 scholarships totaling nearly \$12 million. For more details, please visit <https://thepef.org/scholarships/>.

NEVADA PROMISE SCHOLARSHIP

The Nevada Promise Scholarship aims to make a college education more accessible and affordable by providing last-dollar financial aid to Nevada students attending one of the state's four community colleges: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, or Western Nevada College. The scholarship helps eligible students pay for up to three years of tuition and mandatory fees. Please contact your school counselor with additional questions or visit PTAA-Nevada.csn.edu/promise.

COLLEGE ENTRANCE REQUIREMENTS

College entrance requirements vary. For information as to whether or not a course you wish to take will be accepted at a college or other school, it is strongly suggested that you contact the post-secondary institution(s) that you might be considering.

College bound students should choose courses which challenge them, and which are designed to prepare them for the rigors of college study. Remember that some high school courses will meet a high school graduation requirement, but MAY NOT be accepted as an academic credit by your post-secondary institution or by the NCAA. Some colleges accept weighted GPAs, some do not weight, and some have their own method of weighting grades. Your GPA in CORE COURSES (usually English, math, science, social studies, and world language), the strength of the curriculum you have chosen to take, college entrance examination scores (SAT and/or ACT), and extracurricular activities all contribute to your acceptance into college. Successful college students are usually those who have worked to their fullest potential during all of their high school years, developed good study habits, and been involved in their school and community.

NCAA ELIGIBILITY

If you think you might be interested in college sports, you should know that the NCAA (National Collegiate Athletic Association) has very strict requirements you must fulfill in high school in order to participate in Division I or Division II intercollegiate athletics. The NCAA Eligibility Center must determine your initial eligibility status. A brief summary of NCAA requirements follows, but since regulations may change from year to year, interested students should consult the most current NCAA Guide for the College-Bound Student-Athlete or the NCAA website.

1. Graduate from high school.
2. Earn a grade point average (GPA) of at least 2.0 in a core curriculum of 16 designated academic subjects (14 for Division II).
Note that:
 - a. Correspondence, independent study, and supervised curriculum courses may be used to meet the core-course requirement only under certain conditions. CBE will not count toward the core-course requirement.

Note: It is the responsibility of the student and his/her family to assure any correspondence courses or independent study classes meet NCAA core requirements.

- b. Courses at the proficiency level or in alternative education classes may not be used as core courses.
 - c. Courses taken in the eighth grade may not be used to satisfy the core curriculum requirements, regardless of the course content or level. All core course requirements must be completed prior to high school graduation.
3. Earn a combined score (CR+M) of at least 820 on the SAT or a sum of the four subject test scores of at least 68 on the ACT. These are minimum numbers and must be accompanied by a core course GPA of 2.5 or above. The lower the GPA (to a minimum of 2.0), the higher the SAT or ACT score must be. A 2.0 in the core courses requires at least a 1010 (CR+M) on the SAT or a sum score of at least 86 on the ACT.
 4. Complete and return the NCAA Eligibility Center Form. This is usually done in your junior year. There is a fee to submit this form. The fee may be waived if you qualify for a fee waiver for the SAT or ACT.
 5. Submit a separate transcript from EACH high school outside of WCSD that you have attended.
 6. Interested students should consult the most current NCAA "Guide for the College-Bound Student-Athlete" or the NCAA website. Obtaining and understanding the necessary information is the responsibility of the student athlete and their parent/guardian and should begin upon their enrollment in high school. Know about recruiting rules. You may jeopardize your eligibility in a number of ways including number and type of contacts made with the college, accepting certain gifts, using drugs, accepting payment for using your athletic skill (for example in a TV commercial), etc.

Valedictorian and Salutatorian

Valedictorians, students with the highest Weighted GPA in the graduating cohort, and Salutatorians, students with the second-highest Weighted GPA in the graduating cohort, will be identified as candidates at the end of the fall semester for each cohort year.

Final Valedictorians and Salutatorians will be determined upon completion of all high school graduation requirements by the last day of school.

For the Cohorts of 2021 and beyond, there is no limit to the number of Honors, and AP, courses that will receive Bonus Points. This removes the GPA cap.

Final Valedictorian(s) and Salutatorian(s) will be determined based on the completion of all high school credit course work.

FIVE-YEAR COURSE PLANNING FORM

Read all information in the course offering book so you know how to plan your five years wisely. Use the form below to help plan your high school course work and to share with your counselor. Your course selection will affect your ability to properly prepare for admission to various post-secondary schools and for your success in passing all high school proficiency exams.

REQUIRED COURSES	FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR	FIFTH YEAR
English (4credits)	English:	English:	English:	English:	
Math (3 credits)	Math:	Math:	Math:	Math	
Social Studies (3 credits)		World History or Geography	US History	American Government	
Science (2 credits)	Science:	Science:	Science		
PE/HSROTC (2 credits)	PE/HSROTC:	PE/HSROTC:			
Health/HSROTC	Health:				
Computer Literacy (.5 credit)					
Humanities/Fine Arts (1 credit)					
Electives					

COURSE DESCRIPTIONS FOR ENGLISH

Bridge to English 1-2

Full Year = 1 credit

This course is for the first-year high school student receiving special education services and may not be repeated for credit. Curriculum for this course has been created using the Nevada Academic Content Standards (NVACS) and the End of Course (EOC) selected standards. The course uses a pre-teach/re-teach model, focusing on skills students will need to know and be able to do to be successful in English 1-2, including close reading excerpts of a variety of high-quality contemporary works, classical literature, and literary nonfiction and engaging in both short and long-term writing assignments in a variety of genres. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. Students who successfully complete Bridge to English 1-2 should be able to enroll in regular English 1-2.

Foundations in English 1-2

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 1-2, but need to be in a smaller class environment. This one-year course using the Nevada

Academic Content Standards (NVACS) will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty- first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres-- argument, informative/explanatory, and narrative--as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English.

Foundations in English 3-4

Full Year = 1 credit

This course is designed for Special Education students who have the skills to complete English 3-4, but need to be in a smaller class environment. This one-year course using the Nevada Academic Content Standards (NVACS) will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long- term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as using writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. This course will be taught by a Special Education teacher who is HQ in English. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

English 1-2

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking and listening-- necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text.

Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work, and blended learning with a focus on meaningful student discussion.

English 1-2 (PTAA-NEVADA)

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 1-2 (PTAA-NEVADA) will be based on the student's previous performance including, but not limited to, teacher recommendation, 8th grade test scores in both reading and writing, current reading level, and student's desire to learn and work hard.

This one-year course, designed for the highly motivated student, has strong compositional and critical thinking demands. The course will focus on reading for greater comprehension and pleasure, writing clearly and concisely for different purposes, refining grammar and fluency skills, and developing formal vocabulary. Basic skills in grammar and composition are assumed. Emphasis will also be placed on demonstrating presentation, research, and problem-solving skills through unit projects. Literature will include selections from Elements of Literature and a variety of novels. The class stresses the writing process: writing for different purposes and audiences; grammar and sentence structure as tools for individual writing skills development; language usage; literary terms and genres; library research; vocabulary improvement; encouragement of creativity; and the development of critical thinking. Students are expected to demonstrate an above average maturity level, demonstrate a positive attitude toward education and work tasks, and be cooperative in-group learning situations.

English 3-4

Full Year = 1 credit

This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening—using the Nevada Academic Content Standards (NVACS) and End of Course (EOC) selected standards to guide and focus instruction. Through close reading of a variety of grade-appropriate, high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals, as well as be prepared to take and pass the ELA EOC final exam. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful

student discussion. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

English 3-4 (PTAA-NEVADA)

Full Year = 1 credit (Honors)

Prerequisite: Admission into English 3-4 (PTAA-NEVADA) will be based on the student's previous performance including, but not limited to, teacher recommendation, reading level, writing samples, student's desire to learn and work ethic.

This one-year course, designed for the highly motivated student, focuses on skills and strategies in reading, writing, speaking, listening, research, vocabulary, grammar, and usage. Students will read at least five literary forms: short story, autobiography, novel, drama, and poetry. Student writing will be varied, including personal narrative, literary analysis, creative writing, poetry, and research. The course will include a variety of teaching techniques from direct instruction to small group work. As a part of this course, students are required to take the Nevada End of Course Final for English as the semester 2 final exam.

English 5-6

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through close reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 7-8

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will reflect the culmination of skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century,

COURSE DESCRIPTIONS FOR MATH

ALGEBRA 1

Prerequisite: Successful completion of Math 7 & Math 8 or Math 7/8 1 Year = 1 math credit (non-honors)

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems. Upon completion of this course students will take a Nevada State End Of Course Exam for Math I (Algebra 1) required for graduation.

GEOMETRY

Prerequisite: Successful completion of Algebra 1 in both semesters. 1 Year = 1 math credit (non-honors)

This is a one-year course that will cover the following topics with an emphasis of axioms, postulates and theorems introduced through student exploration activities: plane geometric figures; right triangles; constructions; congruence and similarity; geometric formulas; three-dimensional geometry; converting between metric and customary systems; circles; coordinate and transformational geometry; inductive and deductive reasoning; precision and error; and probability applied to geometry. Development of deductive reasoning skills will be emphasized. Students will also review algebraic techniques, work on realistic problems, and use technology as much as possible. Students planning careers in any occupation will benefit from this class. Upon completion of this course students will take a Nevada State End Of Course Exam for Math II (Geometry) required for graduation.

FORMAL GEOMETRY

Prerequisite: Successful completion of Algebra 1 with a grade of an “A” or “B” in both semesters.

1 Year = 1 math credit (Honors)

This is a one-year course that will cover the following topics through emphasis on formal proofs; axioms, postulates and theorems; plane geometric figures; right triangles; constructions; congruence and similarity; circles; coordinate and transformational geometry; inductive and deductive reasoning; logic; three-dimensional geometry; and probability applied to geometry. Development of deductive reasoning skills will be emphasized. Students will also review algebraic techniques, and work on realistic problems. An ability to think abstractly is critical for successful completion of this course. Students planning careers in any occupation will benefit from this class. Upon completion of this course students will take a Nevada State End Of Course Exam for Math II (Geometry) required for graduation.

ALGEBRA 2

Prerequisite: Successful completion of Algebra 1 and Geometry or Formal Geometry in both semesters.

1 Year = 1 math credit (non-honors)

This is a one-year course, which strengthens and expands the techniques and concepts learned in Algebra 1. This course will strengthen the student's problem solving and algebraic skills in preparation for advanced mathematics courses. The major topics of study are: relations and functions; domain and range of parent functions; systems of nonlinear equations; polynomials and polynomial functions; Complex numbers; quadratic equations; rational and radical functions, exponential and logarithmic functions; and probability and statistics. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

ALGEBRA 2 (PTAA-NEVADA)

Prerequisite: Successful completion of Algebra 1 and Formal Geometry with a grade of an “A” or “B” in both semesters.

1 Year = 1 math credit (Honors)

This is a one-year course, which strengthens and expands the techniques and concepts learned in Algebra 1. This course will strengthen the student's problem solving and algebraic skills in preparation for advanced mathematics

courses. The major topics of study are: relations and functions; domain and range of parent functions; systems of nonlinear equations; polynomials and polynomial functions; complex numbers; quadratic equations; rational and radical functions, exponential and logarithmic functions; probability and statistics and the trigonometric functions with the use of the unit circle. Throughout the year, students will be expected to continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

All students must earn credits in Algebra 1, Geometry and Algebra 2 before enrolling in any of the following courses. Some courses have other pre-requisites (see their Course Descriptions).

TRIGONOMETRY / PRE-CALCULUS

Prerequisite: Successful completion of Algebra 2 with a grade of “C” or better in both semesters.

1 year = 1 math credit (Honors)

This is a one-year course designed to teach the basic fundamentals of trigonometry and to teach a variety of additional pre-calculus concepts. The major topics of study are: exponential and logarithmic functions; trigonometric and circular functions; Cartesian and polar forms of equations; and complex numbers: powers and roots; vectors; sequences and series; domain and range of advanced functions; notation: set, interval and inequality; composition of functions; and polynomial equations. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems. A graphing calculator is required.

Course Description for Science

BIOLOGY 1-2

Full Year = 1 credit

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. There are four life science disciplinary core ideas: *1) Ecosystems: Interactions, Energy, and Dynamics; 2) Biological Evolution: Unity and Diversity; 3) Molecules to Organisms: Structures and Processes; and 4) Heredity: Inheritance and Variation of Traits*. The performance expectations for high school life science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations.

This course meets high school graduation requirements for science, and college entrance requirements for laboratory science.

BIOLOGY 1-2 (PTAA-NEVADA)

Full Year = 1 credit (Honors)

This one-year laboratory science course is intended to build a deeper understanding of the fundamental concepts of biological science. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. There are four life science Disciplinary Core Ideas: *1) Ecosystems: Interactions, Energy, and Dynamics; 2) Biological Evolution: Unity and Diversity; 3) Molecules to Organisms: Structures and Processes; and 4) Heredity: Inheritance and Variation of Traits*. The performance expectations for high school life science blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read and analyze biological text, and prepare formal written laboratory reports following biological investigations. This course meets high school graduation requirements for science, and college entrance requirements for laboratory science.

PHYSICAL SCIENCE 1-2

Full year = 1 credit

This one-year course is intended to develop an understanding of fundamental concepts in physical science and is intended as a second-year science course. This course meets the Nevada Academic Content Standards for Science. The areas from the disciplinary core ideas that will be studied are: 1) *Matter and Its Interactions*; 2) *Motion and Stability: Forces and Interactions*; 3) *Energy*; and 4) *Waves and Their Applications in Technology for Information Transfer*. The performance expectations for high school physical science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze physical science investigations. This course meets high school graduation requirements for science and college entrance requirements for laboratory science.

Students who have successfully completed Physical Science 1-2 **may** receive credit for taking Chemistry; however, students who have successfully completed Chemistry **may not** receive subsequent credit for Physical Science 1-2.

CHEMISTRY 1-2 (PTAA-NEVADA)

Full Year = 1 credit (Honors)

Prerequisites: Completion of Biology 1-2 with a “B” or better recommended and completion of

Algebra 1 with a B or better recommended.

Requisite: Concurrent Enrollment in Geometry or higher.

This one-year honors laboratory science course is intended to build a deeper understanding of the concepts of chemical science and prepare students for AP Chemistry. Emphasis is placed on developing critical-thinking skills through research and advanced laboratory investigations. This course meets the Nevada Academic Content Standards for Science. The disciplinary core ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Process*. Performance expectations for this course blend the core ideas with scientific and engineering practices and crosscutting concepts that can be applied across disciplines. Students will use advanced mathematical computations, critically read scientific text, analyze chemical data, and prepare formal written laboratory reports

following investigations. This course meets high school graduation requirements for science, and college entrance requirements for laboratory science.

EARTH SCIENCE 1-2

Full Year = 1 credit

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: *1) Earth's Systems; 2) Human Impacts; 3) History of Earth; 4) Weather and Climate; and 5) Space Systems*. The performance expectations for high school Earth science blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing useable knowledge that can be applied across disciplines. In this course, students will use basic mathematical computations and read and write critically to analyze Earth science investigations. This course meets high school graduation requirements for science, and college entrance requirements for laboratory science.

COURSE DESCRIPTIONS FOR SOCIAL STUDIES

WORLD GEOGRAPHY

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: None

This full year course utilizes geographic perspective to human interactions on earth. Geography brings together the physical and human dimensions of the world in the study of people, places, and environments and the relationships between people, places and history. This regional course covers: US and Canada; Latin America; Europe; Russia and the Former Soviet States; the Middle East; Africa; South, East, and Southeast Asia; Australia/Oceania. World History or World Geography will fulfill Sophomore Social Studies requirement.

AP HUMAN GEOGRAPHY

Full Year = 1 Credit (.5 credit per semester)

AP Human Geography is the equivalent of an introductory college course and can earn students college credit (depending upon successful completion of the AP Exam and institutional requirements of universities). AP Human Geography further facilitates student development of critical thinking skills through the understanding, application, and analysis of the fundamental concepts of geography. In AP Geography students employ spatial concepts to analyze human social organization including: population, migration, culture, language, religion, ethnicity, political geography, development, patterns of urbanization, and resource use. The course emphasizes the relevance of geographic concepts to human problems and applies a geographic lens to historical analysis. This course fulfills sophomore social studies graduation requirement for World Geography; however, students with special interest in the area are encouraged to take this course during their sophomore, junior or senior year as an elective after earning required sophomore social studies credit. **All students enrolled in AP Human Geography will take the Advanced Placement Exam in May and are required to do so to earn AP credit. The cost of the Exam is approximately \$94.00. (Scholarships are available for students in need) PREREQUISITE: AP Geography is recommended for sophomores, juniors, or seniors as an advanced elective for those who have taken Geography as freshmen. But completion of this course is not required. AP Human Geography does fulfill sophomore Social Studies credit. Students must have taken at least one honors or AP class previously earning a B or higher. Permission of the instructor is also required. The cost for this AP test is approximately \$94.00**

UNITED STATES HISTORY

Full Year = 1 Credit (.5 credit per semester)

US History is a required two-semester course which focuses on the social, political, and economic development of the United States. The course is designed to develop students' skills in content literacy, historical inquiry and analysis, writing, as well as the evaluation and application of media, information, and technology. Students will participate in activities which enable them to analyze changes in the United States over time and develop the tools necessary to become active citizens in our democratic republic. Major projects include Documentary making, Chautauqua presentations, Power Point development, and digital binders.

AP UNITED STATES HISTORY

Full Year = 1 Credit (.5 credit per semester)

PREREQUISITE: Permission of the instructor

AP U.S. History is a challenging course that is meant to be the equivalent of an introductory college course and can earn student's college credit (depending upon successful completion of the AP Exam and institutional requirements of universities). It is a two-semester survey of American history from the pre-Columbian civilizations to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents, study group activities, participation in discussions, construction of projects, and self-regulated reading. This class requires a summer assignment, as well as afterschool/night sessions in the spring semester in preparation for the AP Examination. **Students must take the Advanced Placement Exam given in May to receive AP credit. The cost of the Exam is approximately \$94.00. (Scholarships are available for students in need)**

AMERICAN GOVERNMENT

Full Year = 1 Credit (.5 credit per semester)

American Government is a required course open only to seniors. The course is designed to provide the student with a practical knowledge of the American governmental and economic system and its contemporary relation to the international community. Units of study will address these essential questions:

- What are the Philosophical and Historical Foundations of the American Political System?
- How did the Framers Create the Constitution?
- How Has the Constitution Been Changed to Further the Ideals Contained in the Declaration of Independence?
- How Have the Values and Principles Embodied in the Constitution?

Shaped American Institutions and Practices?

- What Rights Does the Bill of Rights Protect?
- What Challenges Might Face American Constitutional Democracy in the Twenty-first Century? A significant portion of the course will address Macro-Economics and Financial Literacy. Current events are regularly integrated into the course.

Course Description for Fine Arts

Art 1

Semester = .5 credit

Prerequisite: None

Art 1 is an introductory class designed to give students a background for both understanding and producing quality visual art. This class follows a rigorous, comprehensive curriculum, as mandated by the Nevada Department of Education Standards for visual arts. Units in drawing on the right side of the brain, elements and principles of design, color theory, painting, and multi-media may be explored.

Art 2

Semester = .5 credit

Prerequisite: Art 1

In Art 2 technical skills will be refined by working from observation, judging proportion using sighting and referencing. Artwork will incorporate basic composition and perspective. Students will demonstrate the use of the elements and principles of design, study the historical context of art and develop their critiquing skills. Various drawings and paintings materials and techniques will be used.

Art 3

Semester = .5 credit

Prerequisite: Art 2

The Art 3 course will aid students in the exploration of their skills and techniques to create works with depth and volume. Various media will be incorporated to further students' knowledge in developing individual expression and ideas. Art history will be a focal component of this curriculum

Art 4

Semester = .5 credit

Prerequisite: Art 3

Learners will explore the human figure through various media including the area of three-dimensional drawings. Also, students will examine the human form, learn proportion and mass of the figure. Self-expression and creative interpretation will be a focus. Art history will play a key component in this course.

COMPUTER COMPETENCY REQUIREMENT

One-half credit earned in the area of COMPUTERS is required for graduation. This half credit may be earned in the area of Computer Applications or Computer Literacy. Students attending PTAA Nevada middle school and successfully completing a computer course in the eighth grade may take the Credit-By- Exam and earn a WAIVER of the computer REQUIREMENT. These students must still have 22.5 credits to graduate. Students not qualifying for a waiver must earn credit for computers by taking the Credit- By- Exam or by successfully completing a course in high school, which meets the computer requirement.

COURSE DESCRIPTIONS FOR COMPUTER CLASSES

Digital Thinking

Course description:

This course is an introductory survey of computers and their role in the modern world. Students will explore digital thinking concepts by (1) mastering digital work flow by experiencing a fully digital class using online collaborative tools, (2) learning to use key applications through long term performance based tasks and projects focused on the creation of meaningful technology projects, (3) explore the fundamentals of computing through direct experience, (4) develop and awareness of computer science through a self-paced introductory coding unit, (5) learn and apply digital citizenship skills for living and working in an online world, and (6) develop 21st century competencies through regular alignment of learning activities.

COURSE DESCRIPTIONS FOR PHYSICAL EDUCATION

PHYSICAL EDUCATION

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

STRENGTH AND CONDITIONING

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

This course is designed to improve students' muscular strength, flexibility, cardiovascular efficiency, agility and body contour. The program includes methods in weight training technique skills and conditioning exercises. **A \$10 uniform fee is required.**

LIFETIME HEALTH

.50 Credit per Semester

PREREQUISITE: None. Open to Grades 9-12

HIGH SCHOOL HEALTH GRADUATION REQUIREMENT

The State of Nevada guidelines for Health Education states that "To qualify for a standard diploma, evidencing graduation from high school, a student must earn at least one-half credit in health. The course shall include instruction in the physical, mental, emotional and social aspects of one's health."

Topics covered in this course include the following:

1. Body structure and function
2. Physical and emotional development
3. Drugs, alcohol and tobacco
4. Disease and disorders

5. Fitness and exercise
6. Nutrition
7. Consumer health
8. Safety, first aid and emergency care
9. Family health, growth and development
10. Environmental health and related fields
11. Community health
12. Health careers
13. Human sexuality and HIV/AIDS*

***Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) instructor.**

NOTE: Ninth grade students are encouraged to take Health one semester in conjunction with PE.

COURSE DESCRIPTIONS FOR WORLD LANGUAGES

All PTAA Nevada World Language courses are performance-based in three modes of communication: interpretive, interpersonal, and presentational. Learners accomplish real-world communicative tasks in culturally appropriate ways as they gain familiarity with products, practices, perspectives, and interactions of and within the target culture(s).

World Language Level 1-2 Courses

French 1-2

Spanish 1-2 –

This course is an introductory level to world language learning. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice- Low to Novice-Mid Range).

World Language Level 3-4 Courses

French 3-4 –

Spanish 3-4 –

This course is a continuation of world language level 1-2. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical

thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Novice- High to Intermediate-Low Range).

World Language Level 5-6 Honors Courses

French 5-6 (H)

Spanish 5-6 (H)

This Honors level course is a continuation of world language level 3-4. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency scale (Intermediate-Low to Intermediate-Mid Range).

World Language Level 7-8 Honors Courses

French 7-8 (H)

Spanish 7-8 (H)

This Honors level course is a continuation of world language level 5-6. An eclectic approach to language teaching will be used and will include the Core Practices of Language Learning: 90% target language instruction, true interpersonal activities, interpretive tasks using authentic resources, teaching grammar in context, using a backwards design planning model, and providing meaningful and effective feedback. As suggested within the Nevada Academic Content Standards for World Languages Framework, this course integrates the three modes of communication for world language education: Interpretive Listening and Reading, Interpersonal Communication, and Presentational Speaking and Writing. Students will be engaged in activities that stimulate communication, promote critical thinking, and enhance their literacy skills as well as their global cultural awareness. All world languages are performance based and align with the

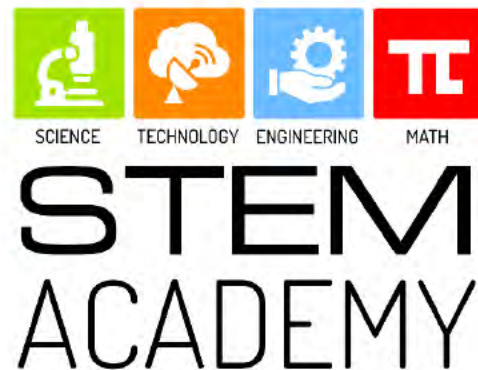
ACTFL (American Council on the Teaching of Foreign Languages)
Proficiency scale (Intermediate-Mid to Intermediate-High Range).



PTAA/Nevada

ATTACHMENT 32

Information Technology
Policies and Procedures





Information Technology Policies and Procedures

www.ptaaschool.org

August 2020

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1.0 Overview

The IT Department's intention for publishing Policies and Procedures is to provide clear guidelines and expectations aligned with an established mission of providing users with the best resources possible to educate every student.

The IT Department is committed to protecting PTAA District's users from illegal or damaging actions by individuals, either knowingly or unknowingly. Network related systems, including but not limited to computer equipment, software, operating systems, storage media, mobile devices, network accounts providing electronic mail and or resources, WWW browsing, and FTP, are the property of PTAA District. These systems are to be used for educational and school business-related purposes with the intent of serving the interests of the students, teachers, and other staff members of PTAA District.

Maintaining a network requires proper planning, organization, monitoring, and effective security. A team effort involving the participation and support of every PTAA District employee and affiliate is required to meet and exceed the standards set forth by State Law, Federal Law, PTAA Board and administrators. It is the responsibility of every computer user to know these guidelines, and to govern themselves accordingly.

2.0 Purpose

The purpose of this policy is to outline the acceptable use of the network-related systems within the PTAA District. These rules are in place to protect the students, staff, and the PTAA District. Inappropriate use, improper planning, and disregard of these procedures exposes PTAA District to risks including compromise of network systems and services, possible damage to the network, and legal issues.

3.0 Scope

This policy applies to students, employees, contractors, consultants, temporary employees, authorized guests, and other workers at PTAA District, including all personnel affiliated with third parties. This policy applies to all equipment that is owned or leased by PTAA District including all future purchases.

4.0 Acceptable Use Policy

4.1 General Use and Ownership

Users should be aware that the data they create on the network remains the property of the PTAA District. Users should have no expectations of expressed or implied privacy.

Employees are responsible for exercising good judgment regarding the reasonableness of personal use. Individual departments are responsible for creating guidelines concerning personal use of Network/Internet systems. In the absence of such policies, employees should be guided by departmental policies on personal use, and if there is any uncertainty, employees should consult their supervisor or manager.

Using the PTAA District network is a privilege. As with all privileges, it is the responsibility of the user to use this service appropriately and in compliance with all school policies and procedures, state law, and Federal laws.

The use of excessive bandwidth and reproduction of copyrighted materials is strictly forbidden and will result in the termination of network services.

The PTAA District assumes no responsibility for costs associated with loss or damage to devices not owned by PTAA District while on the network.

For security and network maintenance purposes, the IT Department may monitor equipment, systems, and network traffic at any time.

The PTAA District's IT Department reserves the right to audit networks and systems on a periodic basis to ensure compliance with this policy.

4.2 Security

4.2.1 Passwords, Accounts, and Antivirus

Users, which includes employees, students, and guests of PTAA District, will be granted access to the network after they have signed the appropriate Network Usage Agreements forms and forwarded them to designated administrator (see Appendix A, Appendix C, and Appendix D).

Users must keep passwords secure and should not share their accounts. Authorized users are responsible for the security of their passwords and accounts.

Users shall not leave computers unattended while logged on.

Users of Windows based computer's will be required to change their passwords every 90 days as prompted automatically by Windows Active Directory.

Users needing password resets for various programs must contact the IT Department.

Every attempt will be made to identify the user by positive identification. This method may include sight/voice reconciliation, a predetermined security question, or other questions as determined by the IT Director.

All computers used by students, employees, or guests that are connected to PTAA School's network, whether owned by the user or PTAA District, shall be continually executing virus-scanning software with a current virus database.

Users must use extreme caution when opening e-mail attachments received from unknown senders, which may contain viruses, e-mail bombs, or Trojan horse code.

4.2.2 Network Security and Administrator Rights

Administrative passwords for the network, servers, computers, wireless access points, and other electronic devices are to be kept strictly confidential and known only by the IT staff members that need them to perform their duties. Distributing passwords of any kind is strictly forbidden.

Wireless access points will be secured with a security mechanism to be determined by the Technology Director. Any attempt to circumvent and/or distribute ways to circumvent this security mechanism is strictly forbidden.

Users of PTAA District devices may be granted Administrative Rights to those devices. This access will be given as needed to perform job duties. It is the responsibility of the user to not install or download programs that may affect the performance of the device. This privilege may be revoked. The IT Director will determine if there is another alternative before granting such rights. To satisfy security and audit purposes, other alternatives will always be used when possible.

4.3 Sensitive and Confidential Information

4.3.1 Definition and Protection

When handling sensitive and confidential information, precautions must be taken to prevent unauthorized access to the information. Staff members may not disclose sensitive information to persons not authorized to receive it. This includes non-public information such as Social Security Numbers, credit card numbers, bank account numbers, health information, or other confidential student and user data.

Access to student data is limited by Statute. Section 1002.22(3) (d) F.S. guarantees every student a right of privacy with respect to his or her educational needs. In addition the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. 123g; 34 CRF Part 99 protects the privacy of student educational records and applies to all schools that receive funds from the Department of Education.

All users who have access to or may have access to personally identifiable student and user records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), PTAA Board Policies and Procedures, and all other applicable State and Federal laws and regulations, as they relate to the release of such information.

Below are the guidelines that must be followed where applicable:

- Encrypt data;
- Password protect data;
- Physically protect devices that can be easily moved such as PDA and Portable devices that are used to access sensitive data;
- Avoid creating files that use social security numbers as identifiers. Use employee numbers and/or the student local identification number instead;
- Never download or copy sensitive data to your home computer;
- Never store un-encrypted data on a portable device; and

- Protect printed sensitive data. Store sensitive data in locked desk, drawer or cabinet. Do not leave unattended sensitive data on copier, FAX, or printer. Shred sensitive data that needs to be disposed.

Contact a school administrator, department supervisor, or district administrator when questions arise regarding protected data.

4.3.2 Access and End User Support

Sensitive data access is restricted to only those personnel who need to perform their job duties. Access restrictions to such data are maintained by the IT Department in conjunction with the Finance Department, the Human Resources Department, the Superintendent of PTAA District, and the School Board.

Access to sensitive information is only granted at the request of an administrator with an accompanying and verifiable need. Reviews of accesses and privileges are conducted regularly and monitored to ensure compliance with all School Board Policies as well as State and Federal Laws and regulations.

4.4 Guest and Vendor Access

Guest and Vendor access will not be granted to any PTAA District network or network device without a signed and approved vendor contract or a Guest Access Agreement Form (Appendix D).

Using the PTAA District network is a privilege. As with all privileges, it is the responsibility of the guest user to use this service appropriately and in compliance with all School Board policies and procedures, State law, and Federal laws.

The use of excessive bandwidth and reproduction of copyrighted materials is strictly forbidden and will result in the termination of network services.

The PTAA District assumes no responsibility for costs associated with loss or damage to devices not owned by PTAA District while on the network.

The PTAA District IT staff can only provide limited support in aspects of network connectivity and access of network resources.

Backing up data and ensuring the security of network devices are the sole responsibility of the owner.

Vendor supplied user ID's, program passwords, guest accounts, and security devices are administrated by the IT Department. This information and these devices are kept secure from general users unless knowledge of them is imperative to the course of their job.

4.5 Portable Device User Policy (Laptops\Tablets, etc.)

Users that are issued portable devices by the PTAA District must sign a Portable Device Usage Agreement form upon receipt of the device (see Appendix B).

Users will be responsible for the security of the device while assigned to them whether on or off campus.

Users must understand that issued portable devices are property of PTAA District and must be returned in their original condition with all accessories upon request.

Users assume all risk of injury or harm associated with the use of the device off-premises, including but not limited to, physical damage or loss, or personal injury.

While portable devices are being used off campus, the PTAA District has no control over the information accessed through the internet and cannot be held responsible for content viewed.

PTAA District and its users will not be held liable for claims or damages that may arise from the use of issued portable devices while not on school property.

4.6 Revocation of privileges

Privilege and access to all PTAA District network devices, software, email, and information systems will be revised or revoked as necessary in the event of the following:

- Transfer of employee;
- Resignation of employee;
- Termination of employee;
- Termination of vendor contract;
- Termination of consulting contract; and
- In the event of an investigation of employee, vendor, or consultant where revision or revocation of privileges and access is necessary.

5.0 Unacceptable Use

The following activities are, in general, prohibited. Employees may be exempted from these restrictions during the course of their legitimate job responsibilities (e.g., systems administration staff may have a need to disable the network access of a host, if that host is disrupting production services).

Under no circumstances is an employee, student, or authorized guest of PTAA District authorized to engage in any activity that is illegal under local, state, federal or international law, while utilizing PTAA School-owned resources, to include the network and Internet.

Users shall not access, download, store, send, or display text, images, movies, or sounds that contain pornography, obscenity, or language that offends or degrades others.

Attempts to circumvent or defeat mechanisms put in place by the PTAA District staff to manage the network is strictly forbidden.

Users shall not attempt to download and/or install services, electronic file sharing mechanisms, games, software, tools, or any executable file including but not limited to the following file types: .exe, .bat, .cmd, .zip, .msi, and .rar.

The list below is not exhaustive, it does, however, provide a framework for activities which fall into the category of unacceptable use.

5.1 Unacceptable Use: System and Network Activities

The following activities are strictly prohibited, with no exceptions:

- Violations of the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" or other software products that are not appropriately licensed for use by PTAA District;
- Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which PTAA District or the end user does not have an active license is strictly prohibited;

- The exporting of software, technical information, encryption software and/or technology;
- The introduction of malicious programs into the network or server (e.g., viruses, worms, Trojan horses, e-mail bombs, etc.);
- Revealing your account password to others or allowing use of your account by others. This includes family and other household members when work is being done at home;
- Using a PTAA District computing asset to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace laws in the user's local jurisdiction;
- Making fraudulent offers of products, items, or services originating from any PTAA District account;
- Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to:
- Accessing data of which the user is not an intended recipient or logging into a server or account that the user is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes;
- Port scanning or security scanning unless prior notification and approval is received beforehand;
- Executing any form of network monitoring unless prior notification and approval is received beforehand;
- Circumventing user authentication or security of any host, network or account;
- Interfering with or denying service to any user other than the user's host (for example, denial of service attack);
- Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user's terminal session, via any means, locally or via the network/Internet; and

- Providing information about, or lists of, PTAA District's users to parties outside the PTAA District without prior permission from the Superintendent of Schools.

5.2 Unacceptable Use: Email and Communications Activities

Sending unsolicited email messages, including the sending of "junk mail" or other advertising material to individuals who did not specifically request such material (email spam).

Any form of harassment via email, telephone or paging, whether through language, frequency, or size of messages (shall include forms of harassment via social networks).

Students shall not use social network sites including, but not limited to, instagram.com, facebook.com, chat rooms, etc.

Students shall not agree to meet with anyone met online. Unauthorized use, or forging, of email header information.

Solicitation of email or any other email address, other than that of the poster's account, with the intent to harass or to collect replies.

Creating or forwarding "chain letters", "Ponzi" or other "pyramid" schemes of any type.

Use of unsolicited email originating from within PTAA District's networks of other internet/network service providers on behalf of, or to advertise, any service hosted by PTAA District or connected via PTAA School's network.

Posting the same or similar non-business-related messages to large numbers of Usenet newsgroups (newsgroup spam).

6.0 IT Technician Responsibilities

It is the responsibility of the IT Technicians to follow the guidelines and policies of the IT Director, PTAA District, State and Federal Laws.

IT Technicians report to the IT Director. Training and meetings, as determined by the Directory of Technology, are to be held between the IT Technicians and the

IT Director in order to maintain close working relationships and openness in day-to-day communications.

Among their other responsibilities, the IT Technicians should use reasonable efforts to:

- Respond to requests for support, information, problem determination and problem resolution.
- Become familiar with all applicable PTAA District IT policies.
- Participate in required IT Technicians training and regular meetings as determined by the IT Director.
- Take precautions against theft of or damage to the system components and information.
- Comply with terms of all hardware and software licensing agreements applicable to the system.
- Treat information about, and information stored by, the network users in an appropriate manner; and
- Take precautions protecting the security the network and the security and confidentiality of the information contained therein.

Promptly inform the IT Director of any computing incidents which clearly compromise network integrity, including but not limited to:

- Notification by outside institutions or individuals of any incident;
- Data loss or theft;
- Inappropriate systems or information access or use; and
- Any other breach or violation of IT policies of which they become aware.

Promptly notify the Director of Technical Support Services of material changes in network architecture or administration.

IT Technicians, when requested, are expected to cooperate fully with the IT Director in any investigation, identification, and resolution of network incidents.

IT Technicians are not responsible for the content of files, images, video or audio clips, electronic communications, and news postings produced by others.

The IT Technician is also not responsible for unauthorized software installed by others.

IT Technicians are responsible, however, for notifying the IT Director of any observed violations of PTAA District policies, licensing agreements with software manufacturers, or observed violations of local, state, or federal laws regarding these matters.

7.0 Security Incidents

7.1 Definition

A security incident is any violation of set Policies and Procedures that may or may not result in the following:

- Loss of information confidentiality (data theft);
- Compromise of information integrity (damage to data or unauthorized modification);
- Theft of physical IT assets including computers, storage devices, printers, etc.;
- Denial of service;
- Misuse of services, information, or assets;
- Infection of systems by unauthorized or hostile software;
- An attempt at unauthorized access;
- Unauthorized changes to organizational hardware, software, or configuration; and
- Reports of unusual system behavior, etc.

7.2 Response

If an IT Technician becomes aware of a security incident, they must provide notification of the incident to the IT Director. Upon confirmation, the IT Director will notify the user's supervisor (if a PTAA District employee) or School Administrator (if a PTAA District student).

Other steps that may be taken:

- Temporarily suspend or restrict the user's computing privileges during the investigation;
- Remove the affected computer device, as appropriate, from the network; and
- Reactivation is at the discretion of the Director of Technology

These steps may be taken only after authorization by the IT Director unless the situation represents an emergency or immediate threat to network security/integrity. In such case, the IT Technician must take corrective action and notify the IT Director as soon as possible. Actions should be taken in such a way that any impacts to non-offending users are minimized.

7.3 Monitoring

7.3.1 Devices and Applications

In an effort to maintain network security, integrity, and to reduce the risk of Security Incidents the IT Department, at the discretion of the IT Director, can and will monitor network activity. These monitoring devices/applications include but are not limited to:

- Firewall logs;
- Web Filtering logs;
- Network Traffic Monitoring;
- Active Directory Monitoring ;
- Mail Scanner logs;
- Database, backup, and usage logs on servers; and
- Event logs and histories created in individual machines.

7.3.2 Files and Correspondence

In the course of their duties, it may be necessary for IT Technicians to view files, data or communications that have been stored by users on devices or network file servers. The viewing of such material is permitted only when it is necessary to troubleshoot problems at the request of the user, protect the security and integrity of the PTAA District's network, protect the rights or property of PTAA District or third parties, or to ensure compliance with PTAA District policy or applicable law.

Examples include:

- The identification/restoration of lost, damaged or deleted files;
- The identification of a process that is interfering with normal network functions; or
- In more serious circumstances, an investigation of a Security Incident.

In all such cases, the IT Technician shall take into consideration the confidential nature of files and/or communications that may potentially be reviewed and shall implement the appropriate safeguards to ensure that all local, state and federal privacy laws are complied with. The IT Director must be advised of and approve any non-routine monitoring that occurs. Non-routine monitoring includes directed investigations of potential policy and/or security violations. Discovery of such violations in the course of routine monitoring must be reported.

8.0 Data Loss Prevention

To prevent data loss from a disaster, the IT Department will follow all disaster policies and guidelines set forth by the PTAA District. In addition, the IT Department will take routine measures to protect and restore critical on-site systems by performing daily, weekly and monthly backups and storing backups in two separate and secure locations.

Contracts for information systems off-site include data loss protection plans and disaster recovery plans as a rule before approval.

In the event of immediate threat the IT Department will take the following actions:

- Backups will be performed and stored in both locations if possible;
- Most servers, except mission critical servers (Active Directory), will be shut down;
- Information will be provided on the PTAA District web site;
- Network closets and battery backups (UPS) should be turned off if unnecessary; and
- In the event one of the school building is damaged or destroyed, operations will be re-established at one of the other schools or department buildings.

Each school and district office department should take the following steps to protect data and equipment:

- Computers should be turned off and unplugged, if connected to battery backups these should be turned off and unplugged as well; and
- Computers should be moved away from windows, off the floor, and covered with plastic if possible.

9.0 Purchasing

The IT department is responsible for the seamless integration of any hardware or software into the existing network system and maintaining an inventory of all such items. When considering the purchase of any technology related item, prior approval from the IT Department is required.

10.0 Disposal of Technology Equipment

All technology equipment must be disposed of in a manner that adheres to all State and Federal Laws as well as PTAA Board Policy.

Please check-in with PTAA Superintendent for more information about proper disposal of PTAA owned equipment.

11.0 Enforcement

Failure to adhere to these policies and guidelines may result in suspension or revocation of the offender's privilege or access to the network and/or other disciplinary or legal action.

12.0 Revisions

The PTAA Board reserves the right to revise these policies and procedures at any time to ensure the operability and safety of the network and its users.

Appendix A

PTAA District *Network/Internet for Faculty and Staff*

TERMS AND CONDITIONS AGREEMENT

To access the Network/Internet through the District's computers/network, employees, must sign and return this Agreement on an annual basis to the Superintendent. The signed agreement is to be archived at the user's local site.

Use of the Network/Internet is a privilege, not a right. The Board's Network/Internet connection is provided for business, professional and educational purposes only. Personal files need to be saved on your own personal storage devices. DO NOT save/place personal files and/or software on computers belonging to the PTAA District . Unauthorized or inappropriate use will result in a cancellation of this privilege.

The District has implemented Technology Protection Measures which is a specific technology that will protect against (e.g., block/filter) Internet access to visual displays that are obscene, child pornography or harmful to minors.

Staff members accessing the Network/Internet through the District's computers/network assume personal responsibility and liability, both civil and criminal, for unauthorized or inappropriate use of the Network/Internet.

The District reserves the right to monitor, review and inspect communications, files and/or messages residing on or sent using the District's computers/networks. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.

The staff member agrees to abide by local, state, federal, and School Board regulations.

It is the responsibility of each staff member to use due diligence in keeping the District's network resources secure. This includes but is not limited to keeping **confidential all passwords** assigned for use of District computing resources.

As a staff member of the PTAA District, understand that any misuse of equipment that results in the lost, damage, or vandalism is to be paid for through the staff member's homeowner insurance.

Please complete the following information:

Staff Member's Full Name (please print): _____

School/Department: _____

I have read and agree to abide by the District IT Policies and Procedures. I understand that any violation of the terms and conditions set forth in the Policy is inappropriate and may constitute a criminal offense. As a user of the District's computers/network and the Network/Internet, I agree to communicate over the Network/Internet and the Network in an appropriate manner, honoring all relevant laws, restrictions and guidelines.

Staff Member's Signature: _____ Date: _____

The Superintendent, or designee, is responsible for determining what is unauthorized or inappropriate use. The Superintendent may deny, revoke or suspend access to the Network/Internet to individuals who violate

the District's Staff Network and Internet Acceptable Use and Safety Policy and related Procedures and take such other disciplinary action as is appropriate pursuant to the applicable collective bargaining agreement and/or District Policy.

Appendix B

Check out guidelines

Laptop/tablet/iPad/etc (Devices)

PTAA issued devices may be issued to individuals for job related activities.

Guidelines for using a PTAA device:

1. If taking the device home, you **MUST** have homeowner's or renter's insurance to cover the device.
2. If the theft of the device occurs when you have removed it from campus, you (or your insurance company) are responsible for its replacement.
3. A police report is required for the loss of any PTAA equipment.
4. If damage that is not covered by warranty occurs to the device when you have removed it from campus, you are responsible for the cost of having it fixed.
5. Devices should never be left at home. If you take the device home, you must bring it back to your work site with you the next day.
6. All devices must be turned into the principal or technology coordinator upon request and at designated times.
7. Devices should always be in a secured area when leaving them at your job site overnight.
8. Proper care must be taken with the device:
 - Do not leave the device in a hot car;
 - Keep your device away from food and drink; and
 - Do not place stickers on the device's casing
9. Devices may only be used by employees. They may not be used by family members (children, spouse, etc.) or friends. They are for work related activities only.
10. A Removal of Property form must be signed and on file with the property manager.
11. This memo must be signed and on file with the principal or designee.

Please sign that you have read and agree to the guidelines as stated above:

Signature

Date

Name

Property Control Number

Approved

Date

Items: [] Device [] Carry Case [] Power Adapter

Other _____

Appendix C

Student Network/Internet Acceptable Use Policy

The PTAA District's Network(s) provide access to network(s)/Internet services for educational purposes. The Internet is an information highway connecting thousands of computers all over the world. I understand that I will have access to the Internet and with this access comes the availability of some material that may not be considered to be of educational value within the context of the school setting.

Efforts will be made to direct students to educationally related material. However, on a telecommunications network(s) it is impossible to control all materials and sites. I believe that the valuable information and interaction available on the network(s)/Internet services far outweigh the possibility of users gaining access to sites that are not acceptable.

I understand that if I violate these guidelines established by the PTAA District, I will have my access to the network(s) services denied and terminated. My signature indicates that I have read the Acceptable Use Policy of the PTAA District and that I understand the significance of the terms and conditions of the Policy.

Student Name: _____ Student Signature: _____
(Please print)

School: _____ Date: _____

Parent or Guardian Network/Internet Contract Acceptable Use Policy (Required if student is less than 18 years of age.)

As the parent or guardian of _____, I have read the Terms and Conditions of the PTAA District's Acceptable Use Policy. I understand that this access is designed for educational purposes. I understand that some materials on telecommunications network may be objectionable, but I accept responsibility for guidance of network use—setting and conveying standards for my daughter or son to follow when selecting, sharing, or exploring information and media.

I understand that this permission will be in effect for the duration of my student's education experience at this school. As the parents or legal guardian of the minor student signing above, I grant permission for my son or daughter to access networked telecommunication services.

Parent or Guardian: (Please print) _____

Signature: _____ Date: _____

Home Phone: _____ Work Phone: _____

Appendix D

Non-Student/Non-Staff Guest Access and Usage Agreement Form

The PTAA District (PTAAD) welcomes anyone whose intentions it is to better the lives and education of our students. In this effort we have created policies regarding the use of portable devices and other electronic equipment not belonging to the PTAAD on the PTAAD network.

Using the PTAAD network is a privilege. As with all privileges, it is the responsibility of the user to use this service appropriately and in compliance with all School Board policies and procedures, State law, and Federal laws.

The use of excessive bandwidth, reproduction of copyrighted materials, and attempts to circumvent or defeat mechanisms put in place by the PTAAD staff to manage the network is strictly forbidden and will result in the termination of network services.

The PTAAD assumes no responsibility for costs associated with loss or damage to devices not owned by PTAAD on the PTAAD network. The PTAAD staff can provide support in aspects of network connectivity and access of PTAAD network resources. Backing up data and ensuring the security of network devices is the sole responsibility of the owner.

The PTAAD has the right to rescind privileges and or change this policy in the future.

Please sign below to acknowledge that you have read, understand, and agree to adhere to these policies.

Guest printed name: _____

Reason for Access: _____

Signature: _____

Date: _____

Time Period Requested:

Start Date: _____

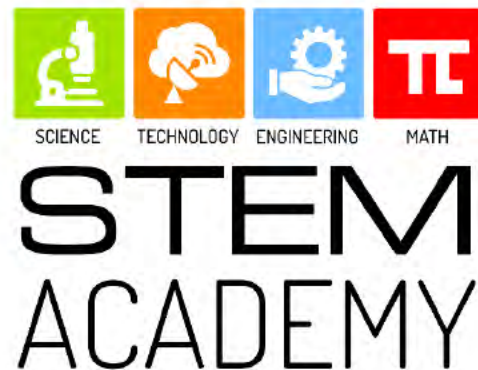
End Date: _____



PTAA/Nevada

ATTACHMENT 33

Leadership Pipeline



PTAA-Nevada

Principal Pipeline

Great Leaders, Leading the Way



Great Leaders, Leading the Way
Strong Principal
Pipelines and Teacher
Effectiveness

We Believe

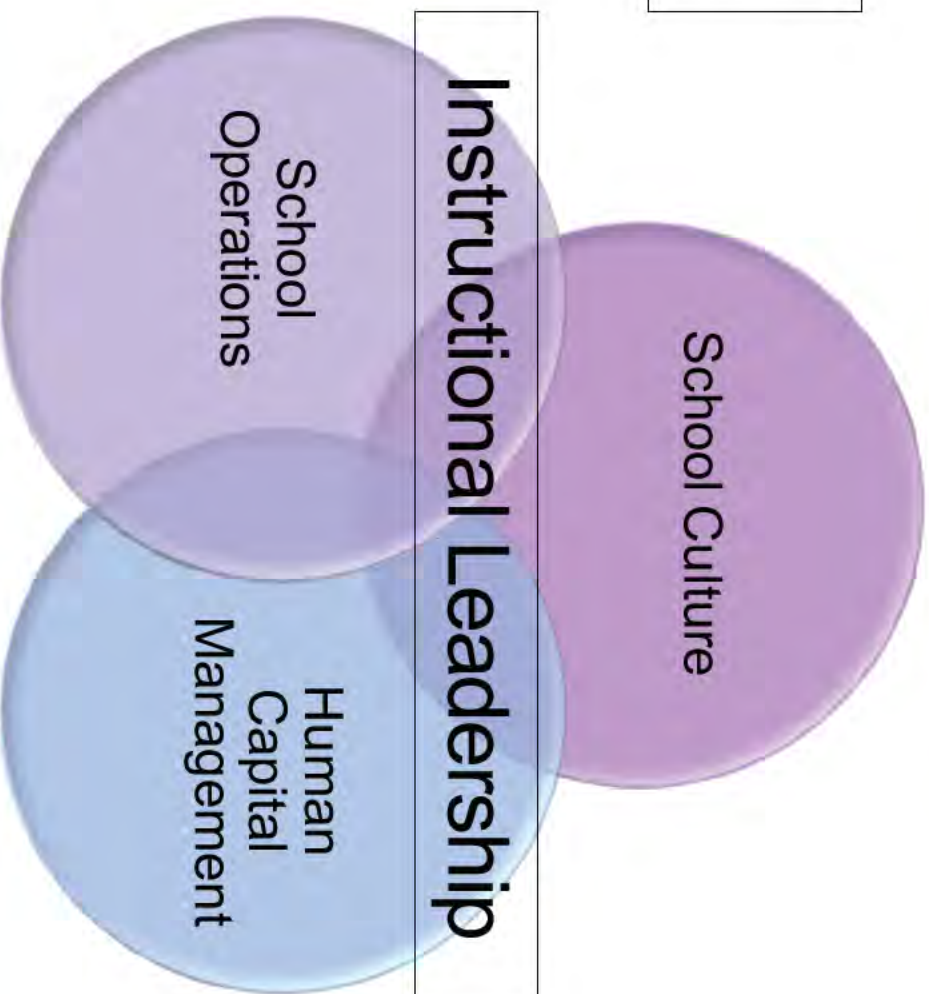
The PTAA-Nevada Principal Leadership Pipeline is adaptive to an original model by Hillsborough ISD. The Leadership framework and practices equip leaders to succeed in all four domains of effective leadership in conjunction with the ISSLC standards (The Interstate School Leaders Licensure Consortium). These four domains include the following: (1) Instructional leadership, (2) School culture, (3) School operations, and (4). Human capital management. PTAA-Nevada school leaders will thrive in an environment grounded in research, practical application, collaborative practice, and job-embedded professional development. We believe that highly effective leaders produce highly effective teams.

Ensuring a Legacy of Student Success

- ❖ We all win when our principals and teachers are empowered and provided with the right support.
- ❖ And we all benefit when our students are better prepared for college or a career and STEM fields
- ❖ With these goals in mind, PTAA-Nevada School is transforming the way we identify and train our aspiring and new leaders, through the ***PTAA-Nevada Principal Pipeline***.

"You do not get high quality teaching in every classroom without principals functioning as instructional leaders. There will be pockets of excellence but it will not be taken to scale."

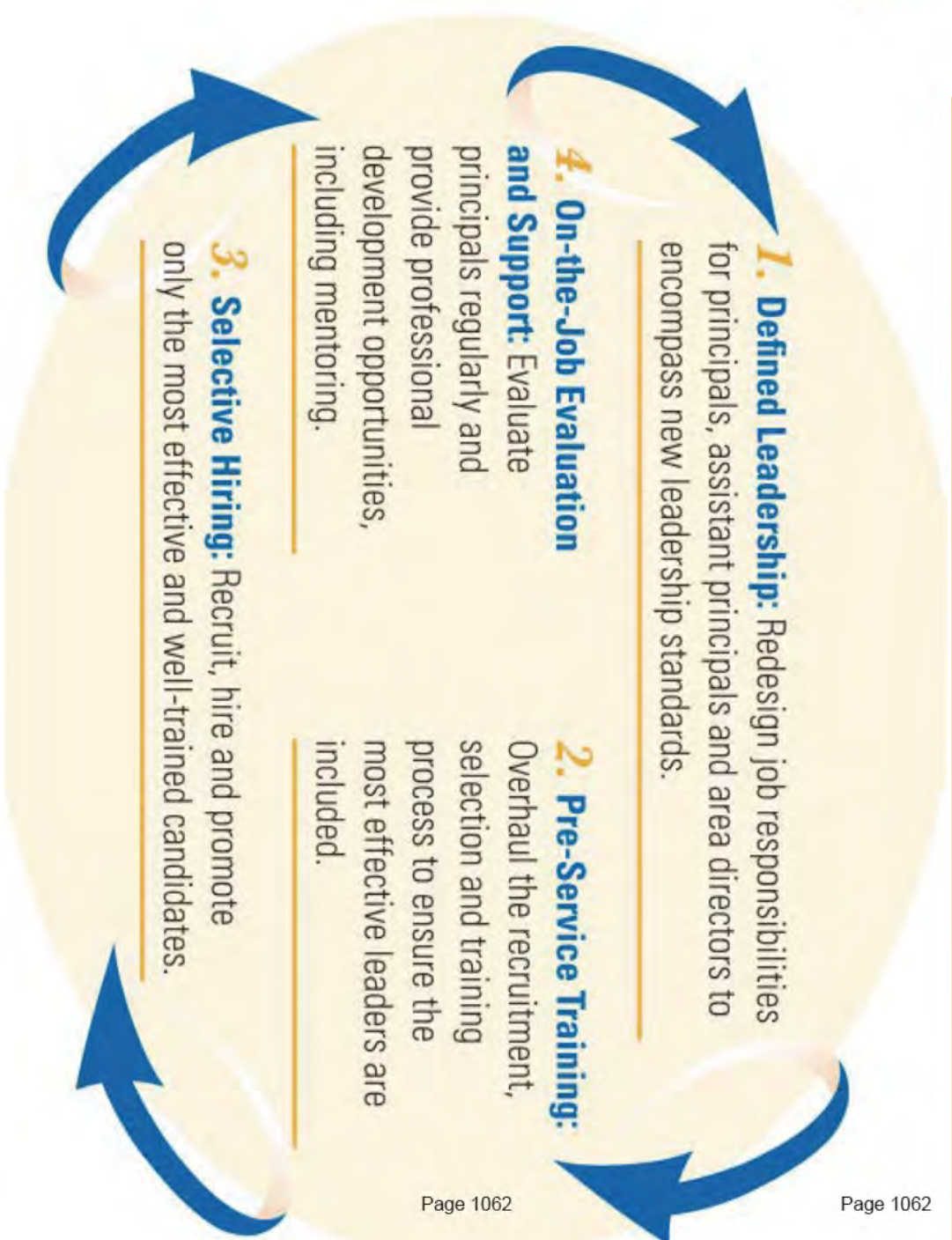
Domains of
School
Leadership



What do we
expect of our
principals in
PTAA-Nevada?
What key
levers drive
teacher and
student
learning and
school
improvement?

Supporting & Developing Future Leaders

The PTAA-Nevada Principal Pipeline consists of four integrated components:



Improving Hiring Practices



School Leader Selection Competencies

Instructional Leadership

- Achievement Focus
- Instructional Expertise

Organizational Leadership / School Culture

- Culture and Relationship Building
- Problem Solving and Strategic Change Management

Human Capital Management

- Managing and Developing People

Selection Competency Sample

Instructional Leadership: Achievement Focus and Results Orientation
Sets and Achieves Challenging Goals

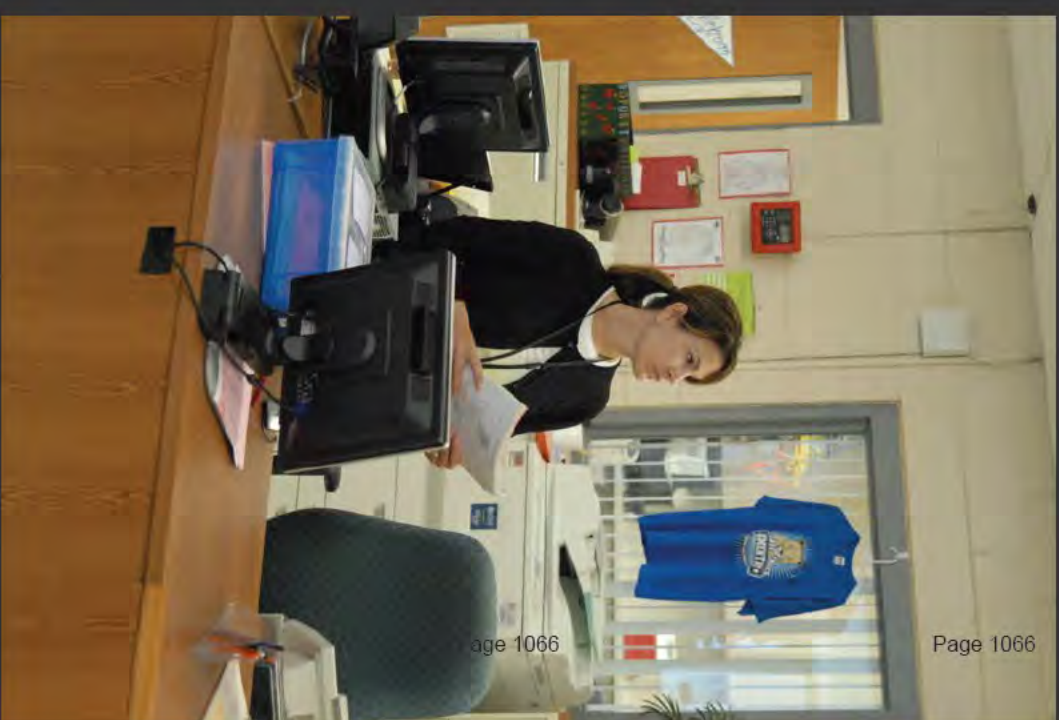


Sets rigorous goals and growth targets for students in their classroom and is successful in meeting them.	Supports other teachers to plan rigorous growth targets for their students.	Consistently and collaboratively sets rigorous goals for teachers and teams, aligned to the school's goals and SIP.	Plans rigorous growth targets for a number of students, monitors progress against goals, and has a track record of some success.	Establishes a rigorous, comprehensive system for whole school goal-setting and measurement of success; engages staff in closing gaps among student subgroups.
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Future Leaders

Future Leaders will attend a leader in residency training for three months for both future principals and assistant principals. The program is designed to provide future leaders with the tools and training they need to enhance their practice in the following domains.

- Instructional Leadership
- School Culture
- School Operations
- Human Capital Management



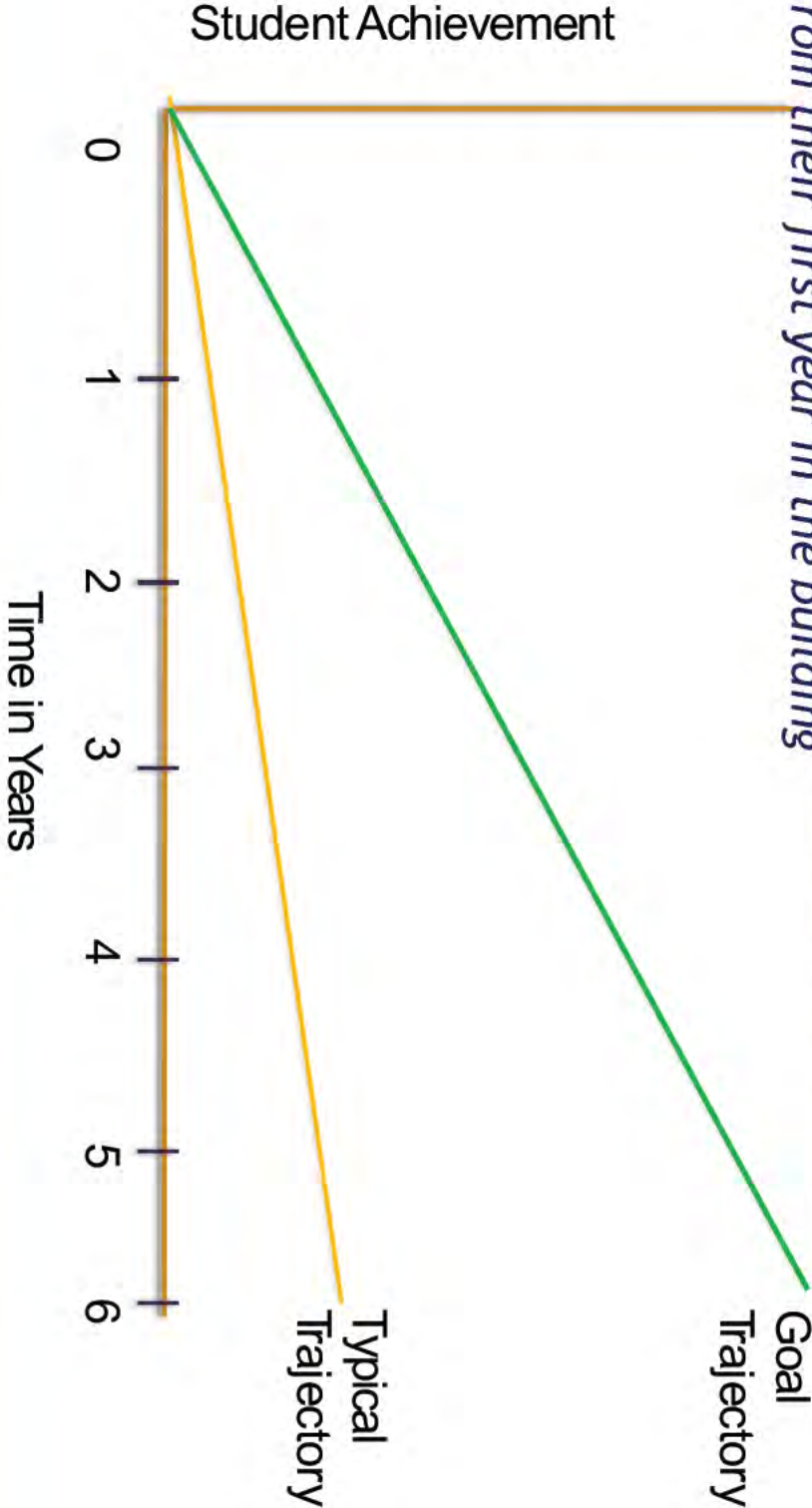
Principal Program



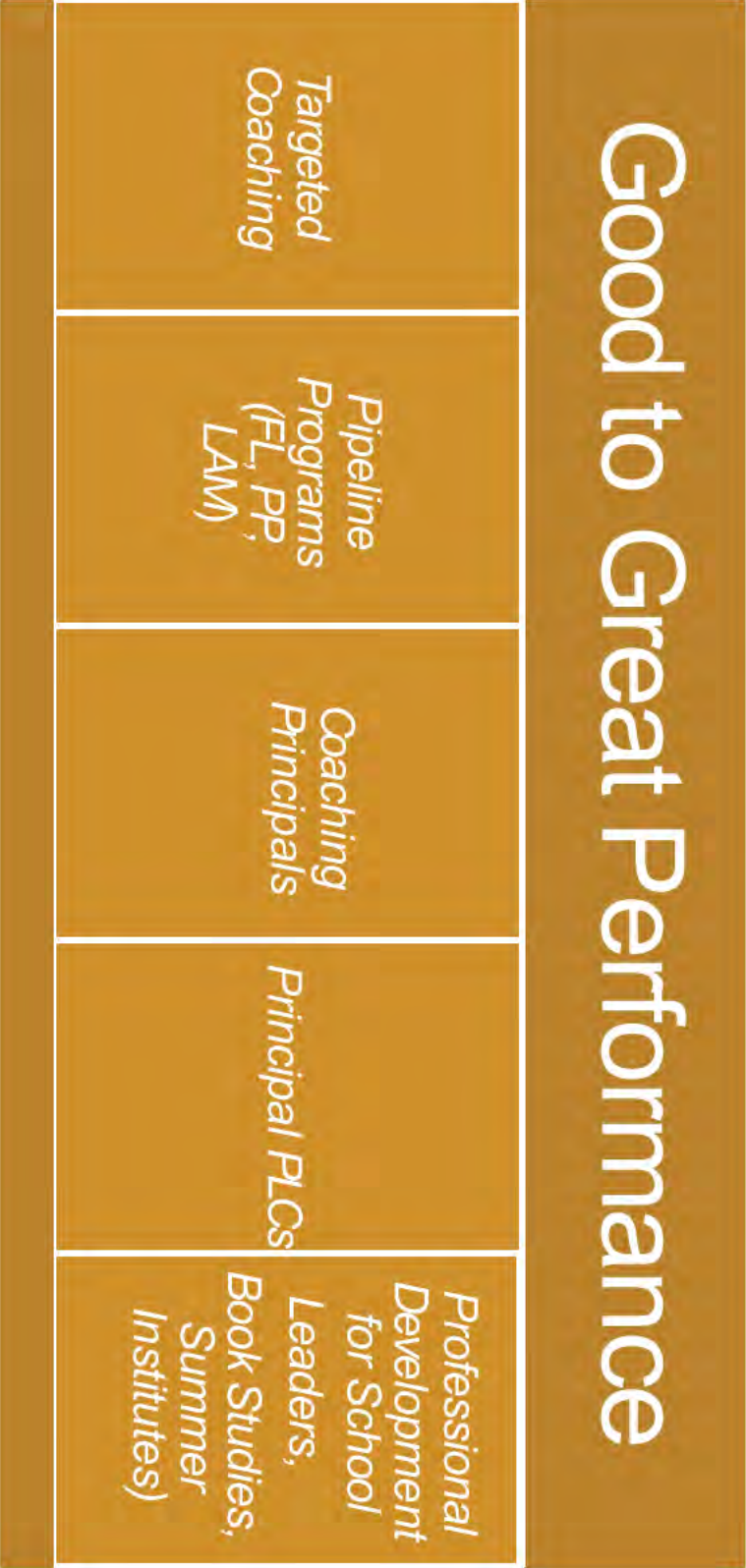
Principal Program (PP) - Once an aspiring leader becomes a principal, they begin the two-year principal program. Newly appointed principals are appointed a principal coach for weekly coaching and participate in professional development sessions designed to increase their effectiveness as leaders of learning in their schools.

Accelerating Principals' Impact

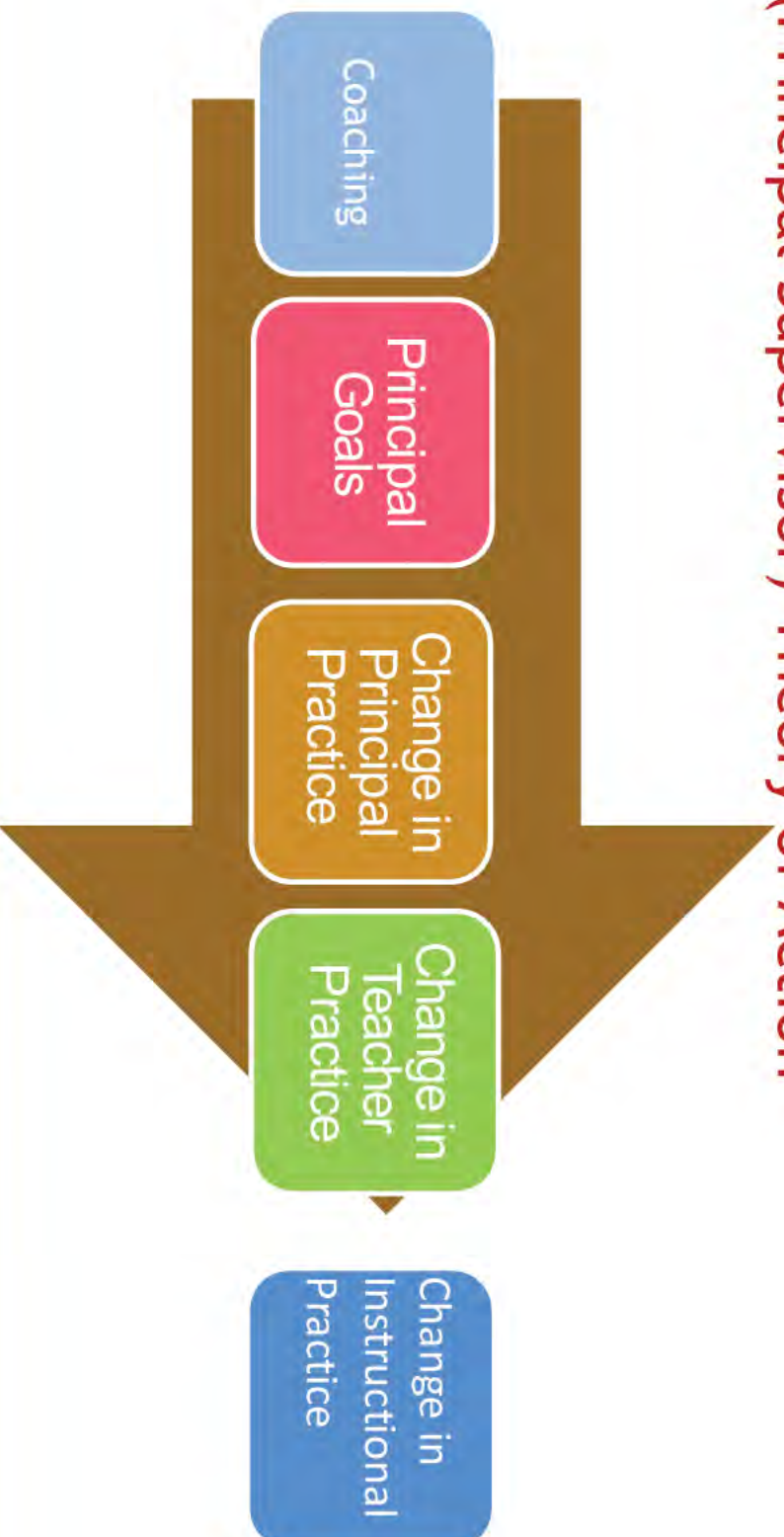
Accelerating the impact principals have on student achievement from their first year in the building



Supporting District Priorities Through Coaching



Coaching and Professional Development Post-Program (Principal Supervisor) Theory of Action



Leader Administration Manager (LAM) Project

- *Change of Principal Time Use Leads to:*



LAMs: a simple idea to redirect the power of principals by changing how they spend time. The average US principal spends less than 24% of the day on teaching and learning. LAM principals spend the majority of their time improving teaching and learning by using a LAM, a person trained in business skills or current staff member, to take the lead on management duties. Coaches work with the principal to not only increase the time spent on instructional leadership but make it effective. Reflective practice is a key element of this process and leads to a far more collegial relationship between administrators, teachers and parents.

Coaching and Mentoring in the Pipeline Programs

Page 1072

AP Program

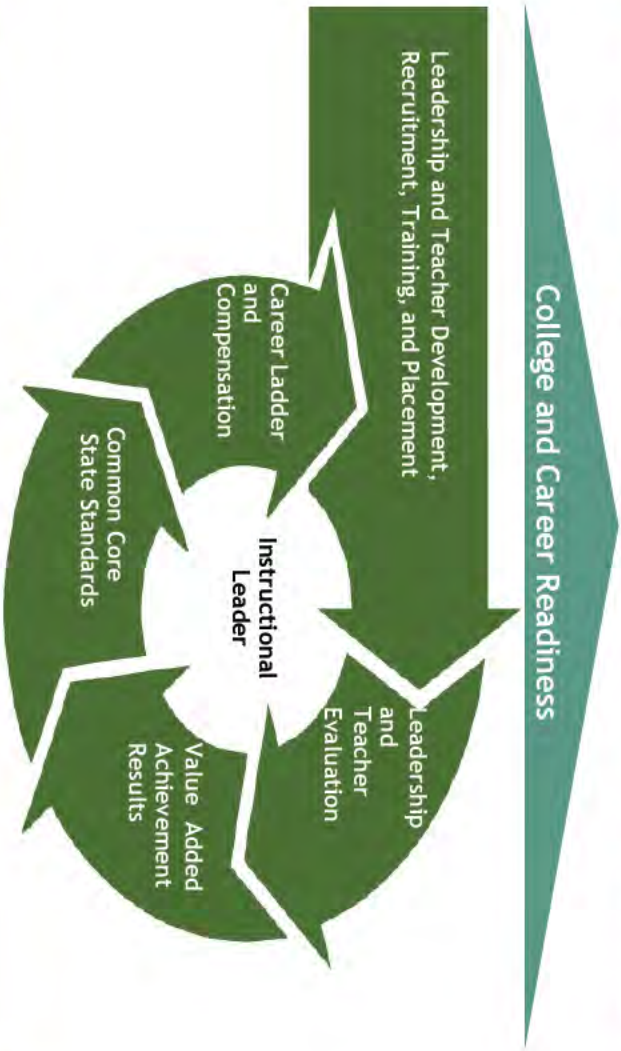
- Successful and experienced APs serve as mentors in addition to their AP role.
- Trained through 10 training modules.
- Mentors meet monthly for 90 minutes with new Assistant Principals for the first 2 years.
- They shadow one another as part of mentoring sessions.

Principal Program

- Successful and experienced principals serve as coaches and are released from their principal positions and coach full time.
- Year 1 Principals- weekly visits by Principal Coach for 90 minutes based on Principal goals.
- Year 2 Principals- bi-weekly visits by Principal Coach for 90 minutes based on Principal goals.

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Pulling It All Together: One Common Vision



Foundation of Support

- Performance Management System
- Human Resource Capabilities
- Employee communications
- Curriculum Alignment

PTAA-Nevada

Principal Pipeline

Great Leaders, Leading the Way



Great Leaders, Leading the Way

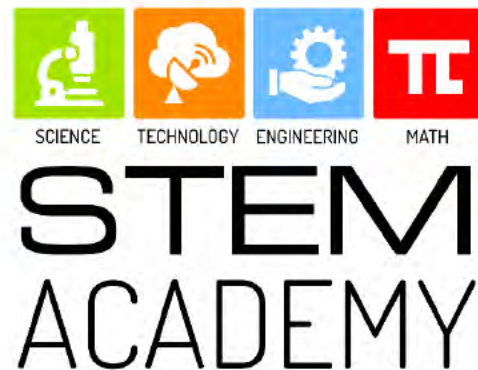
Strong Principal
Pipelines and Teacher
Effectiveness



PTAA/Nevada

ATTACHMENT 34

ISLLC Standards



The Interstate School Leaders Licensure Consortium (ISLLC)

ISLLC's Standards for School Leaders:

1. A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Educational Leadership Constituent Council (ELCC)

Standards for Advanced Programs In Educational Leadership

Standard 1:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

1.1 Develop a Vision

- a). Candidates develop a vision of learning for a school that promotes the success of all students.
- b). Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

1.2 Articulate a Vision

- a). Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision.
- b). Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
- c). Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

1.3 Implement a Vision

- a). Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.
- b). Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

1.4 Steward a Vision

- a). Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.
- b). Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.
- c). Candidates assume stewardship of the vision through various methods.

1.5 Promote Community Involvement in the Vision

- a). Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.
- b). Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

Standard 2:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

2.1 Promote Positive School Culture

- a). Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.

2.2 Provide Effective Instructional Program

- a). Candidates demonstrate the ability to facilitate a. activities that apply principles of effective instruction to improve instructional practices and curricular materials.
- b). Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
- c). Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

2.3 Apply Best Practice to Student Learning

- a). Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b). Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c). Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

- a). Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
- b). Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult-learning strategies to form comprehensive

professional growth plans with teachers and other school personnel.

c). Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.

Standard 3:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

3.1 Manage the Organization

a). Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.

b). Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

c). Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

3.2 Manage Operations

a). Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.

b). Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.

c). Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

3.3 Manage Resources

a). Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

b). Candidates creatively seek new resources to facilitate learning.

c). Candidates apply and assess current technologies for school management, business procedures, and scheduling.

Standard 4:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

4.1 Collaborate with Families and Other Community Members

- a). Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- b). Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
- c). Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- d). Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- e). Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
- f). Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- g). Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- h). Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

4.2 Respond to Community Interests and Needs

- a). Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- b). Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- c). Candidates provide leadership to programs serving students with special and exceptional needs.
- d). Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

4.3 Mobilize Community Resources

- a). Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals.

- b). Candidates demonstrate how to use school resources and social service agencies to serve the community.
- c). Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 5:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

5.1 Acts with Integrity

- a). Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

5.2 Acts Fairly

- a). Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

5.3 Acts Ethically

- a). Candidates make and explain decisions based upon ethical and legal principles.

Standard 6:

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

6.1 Understand the Larger Context

- a). Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.
- b). Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.
- c). Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
- d). Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.
- e). Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

- f). Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
- g). Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
- h). Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

6.2 Respond to the Larger Context

- a). Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

6.3 Influence the Larger Context

- a). Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.
- b). Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.
- c). Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 7:

Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

7.1 Substantial

7.2 Sustained

7.3 Standards-based

7.4 Real Settings

7.5 Planned and Guided Cooperatively

7.6 Credit

Southern Regional Education Board (SREB)

13 Critical Success Factors (CSFs) associated with principals who have improved student achievement in schools with traditionally “high risk” demographics.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

CSF 1. Focusing on student achievement: Create a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2. Developing a culture of high expectations: Set high expectations for all students to learn higher-level content.

CSF 3. Designing a standards-based instructional system: Recognize and encourage good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

CSF 4. Creating a caring environment: Develop a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5. Implementing data-based improvement: Use data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6. Communicating: Keep everyone informed and focused on student achievement.

CSF 7. Involving parents: Make parents partners in students’ education and create a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

CSF 8. Initiating and managing change: Understand the change process and use leadership and facilitation skills to manage it effectively.

CSF 9. Providing professional development: Understand how adults learn and advance meaningful change through quality, sustained professional development that leads to increased student achievement.

CSF 10. Innovating: Use and organize time and resources in innovative ways to meet the goals and objectives of school improvement.

CSF 11. Maximizing resources: Acquire and use resources wisely.

CSF 12. Building external support: Obtain support from the central office and from community and parent leaders for the school improvement agenda.

CSF 13. Staying abreast of effective practices: Continuously learn from and seek out colleagues who keep abreast of new research and proven practices.

National Association of Elementary School Principals (NAESP)

NAESP's Leading Learning Communities standards is recognized as the performance guideline for principal practice. That is, these six standards define what principals should know and be able to:

Standard 1: Lead student and adult learning

Standard 2: Lead diverse communities

Standard 3: Lead 21st century learning

Standard 4: Lead continuous improvement

Standard 5: Lead using knowledge and data

Standard 6: Lead parent, family, and community engagement

National Association of Secondary School Principals (NASSP)

Skills identified as critical for success in the principalship. These include the skills to:

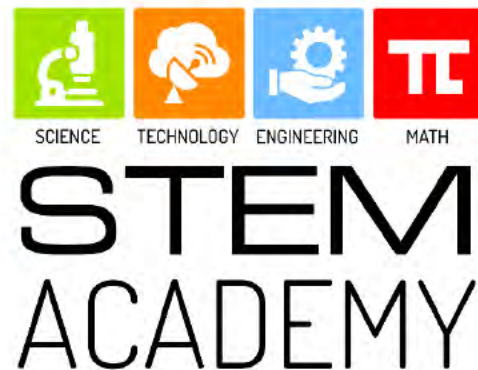
- Be an effective instructional leader (Setting Instructional Direction, Teamwork, Sensitivity)
- Resolve complex problems (Judgment, Results Orientation, Organizational Ability)
- Communicate effectively (Oral Communication, Written Communication)
- Develop self and others (Development of Others, Understanding Own Strengths and Weaknesses).



PTAA/Nevada

ATTACHMENT 35

Safety Prevention Plan



PTAA Nevada Safety- Prevention

PTAA Nevada Administrators cannot prevent all potential crises and hazards that may impact the school. In an effort to address these areas, and to help to ensure the safety and security of students, school employees, property and resources, district continuity of operations, PTAA Nevada Head of School will serve as the Emergency Management Coordinator; as such, he will consider the full range of what the school **can** do to avoid a situation or at least make it less impactful to the site and students. Actions will be considered as to what can be done to reduce the likelihood of an incident. This includes assisting local, state, and federal response and emergency management agencies, and the public during emergencies/disasters with logistics resources as needed and requested. The Emergency Management Services operates under the direction of the North Las Vegas Police Department.

A formal prevention plan PTAA Nevada will implement offers these benefits:

- Ensures that particular potential hazards will be addressed
- Creates a consistent foundation for prevention efforts
- Provides a solid framework and a system for integrating school safety efforts
- Allows school officials to readily demonstrate to parents, students, media, and the general public that school safety issues have been properly addressed
- Reduces civil liability by documenting reasonable efforts made by school officials to reduce risk
- Improves the position of schools in the process of competing for available government and private grant funds
- Helps to demonstrate to the community that the school is within standards of current best practices

Action Steps

- Assess potential needs/issues that present an area in which additional supports may be needed to diminish the potential for problematic issues.
- Make contact with available resources.
- Complete any activities that can enhance the safety within the school property or environment.
- Document efforts.
- Be vigilant: Increase protective measures at site.
- Strong consideration should be given to **single access point of entry** when school is in session and **mandatory check-in** with **visitor badging**.
- Increase staff vigilance at the school by:
 - Walking by doorways and double-checking to ensure they are locked from the outside so no one can enter without permission
 - Doors should never be chained or in any way bolted from the inside which would prevent a quick exit in an emergency. Anyone who needs to exit the building should be able to open the door without keys, tools, or special training.
 - Being more aware of individuals who are on their campus/if they are not wearing a visitor's pass or district badge, report them immediately to the front office
 - Reinforcing the message to staff that "anything out of the ordinary should be reported."

PTAA Nevada welcomes and encourages visits to schools by parents, other adult residents of the community, and interested educators. In order for the educational program to continue undisturbed when visitors are present and to prevent the intrusion of disruptive persons into the schools, it is necessary to invoke visitor controls.

The administration has the authority to prohibit the entry of any person to this facility or to expel any person when there is reason to believe the presence of such person would be inimical to the good order of the facility. If such an individual refuses to leave the area or creates a disturbance, the administration is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

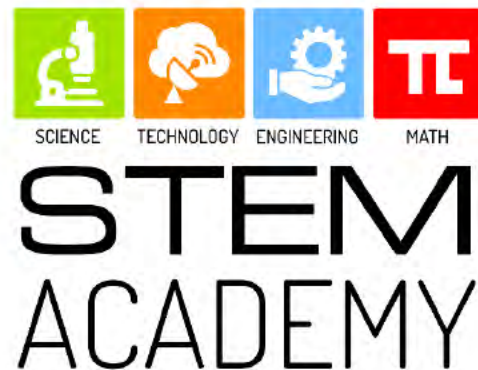
Legal References: NRS Chapter 392
Unlawful Acts NRS Chapter 393 School
Property



PTAA/Nevada

ATTACHMENT 36

Algebra Scope and
Sequence



Algebra 1

2021-22 Scope & Sequence

Pioneer Technology Arts Academy
Nevada

Algebra 1 At-a-Glance 2021-22

Units of Study				
1) Solving Equations and Inequalities	2) Linear Equations	3) Linear Functions	4) Systems of Equations & Inequalities	5) Piecewise Equations
6) Exponents & Exponential Functions	7) Polynomials and Factoring	8) Quadratic Functions	9) Solving Quadratic Equations	10) Statistics

Grading Period 1 (Nine Weeks)	Grading Period 2 (Nine Weeks)
Units 1-3 N-Q.A1, 2 A-CED.A1-4 A-REI.A1; A-REI.B3 F-BF.A1, 3 F-IF.A1-3; F-IF.B4-6; F-IF.C7a F-LE.A2 S-ID.B6a, c; S-ID.C7 G-GPE.B5	Units 3-5 A-CED.A1-4 A-REI.C5, 6; D11, 12 S-ID.B6; S-ID.C7 F-BF.A1, 2, B3 F-IF.A1-3; B4, 6; C7b, 9 F-LE.A2
Grading Period 3 (Nine Weeks)	Grading Period 4 (Nine Weeks)
Units 6-8 N-RN.A1-2 A-CED.A2 F-BF.A1-2, B3 F-IF.A1-3; F-IF.B3-6; F-IF.C8a-b, C9 F-LE.A1-3 S-ID.C.6a A-SSE.A.1b, A-SSE.B.3c A-APR.A1 A-SSE.A1-2	Units 8-10 N-RN.A.2 A-CED.A1-2 A-REI.B3b, B4a-b, A-REI.B4b, C7, D11 A-SSE.A2, B3, F-IF.C8a, S-ID.A.1-3, B5

This document uses the [Nevada Academic Content Standards in Mathematics](#) for high school.

Nevada Academic Content Standards**Reason quantitatively and use units to solve problems.**

- N-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs.
- N-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's Law $V = IR$ to highlight resistance R .

Understand solving equations as a process of reasoning and explain the reasoning.

- A-REI.A.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable.

- A-REI.B.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Nevada Academic Content Standards**Create equations that describe numbers or relationships.**

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
- A-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's Law $V = IR$ to highlight resistance R .

Interpret linear models.

- S-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.

Use coordinates to prove simple geometric theorems algebraically.

- HSG.GPE.B.5 Use the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the slope of a line parallel or perpendicular to a given line that passes through a given point).

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *
 - a. Graph linear and quadratic functions show intercepts, maxima and minima.

Nevada Academic Content Standards**Understand the concept of a function and use function notation.**

- F-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function of x and x is an element of its domain, the $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the equation $y = f(x)$.
- F-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
- F-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.5 Relate the domain of a function to its graph and, and to the quantitative relationship it describes.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *
 - Graph linear and quadratic functions show intercepts, maxima and minima.

Interpret expression for functions in terms of the situation they model.

- F-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.*
 - Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions.

- F-BF.A.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Summarize, represent and interpret data on two categorical and quantitative variables.

- S-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - Fit a function to the data; use functions fitted to data to solve problems in the context of the data.
 - Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.C.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of data.

Unit of Study: Systems of Linear Equations & Inequalities**Grading Period:** 2**Days:** 16**Nevada Academic Content Standards****Create equations that describe numbers or relationships.**

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
- A-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.

Solve systems of equations.

- A-REI.C.5 Prove that given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
- A-REI.C.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically.

- A-REI.D.12 Graph the solutions to linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersections of the corresponding half-planes.

Unit of Study: Piecewise Functions**Grading Period:** 2**Days:** 13**Nevada Academic Content Standards****Build new functions from existing functions.**

- F-BF.A.1 Write a function that describes a relationship between two quantities.*
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Understand the concept of a function and use function notation.

- F-IF.A.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function of x and x is an element of its domain, the $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the equation $y = f(x)$.

- F-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. *
 - b. Graph square root, cube root and piecewise-defined functions, including step functions and absolute value functions.
- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).

Represent and solve equations and inequalities graphically.

- A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $yy = ff(xx)$ and $yy = gg(xx)$ intersect are the solutions of the equation $ff(xx) = gg(xx)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include absolute value equations/functions.

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Nevada Academic Content Standards**Extend the properties of exponents to rational exponents.**

- N-RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents follows from extending the properties of integer properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.
- N-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Understanding the concept of a function and use function notation.

- F-IF.A.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*
- F-IF.B.5 Relate the domain of a function to its graph and where applicable, to the quantitative relationship it describes.*
- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - c. Use the process of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y=(1.02)^t$, $y=(0.97)^t$, $y=(1.01)^{12t}$, $y=(1.2)^{t/10}$, and classify them as representing exponential growth or decay.
- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).

Build a function that models a relationship between two quantities.

- F-BF.A.1 Write a function that describes a relationship between two quantities.*
 - a. Determine an explicit expression, a recursive process, or steps for calculation from a context.
- F-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.

Build new functions from existing functions.

- F-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $af(x)$ $a > 1$ $f(kx)$, $f(x + k)$ for specific values of k (both positive and negative); find the value of

k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.

Construct and compare linear, quadratic, and exponential models and solve problems.

- F-LE.A.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.
 - a. Prove that linear functions can be modeled by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
 - b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.*
 - c. Recognize situations in which one quantity grows or decays by a constant percent or rate per unit interval relative to another.
- F-LE.A.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (including reading these from a table).

Interpret expression for functions in terms of the situation they model.

- F-LE.B.5 Interpret the parameters in a linear or exponential function in terms of a context.

Create equations that describe numbers or relationships.

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Interpret the structure of expressions.

- A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. *
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $PP(1 + rr)nn$ as the product of P and a factor not depending on P.

Write expression in equivalent forms to solve problems.

- A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - c. Use properties of exponents to transform expressions for exponential functions.

Unit of Study: Polynomials and Factoring

Grading Period: 3

Days: 19

Nevada Academic Content Standards

Interpret the structure of expressions.

- A-SSE.A.1 Interpret expressions that represent a quantity in terms of its context. *
 - a. Interpret parts of an expression, such as terms, factors, and coefficients.
 - b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $PP(1 + rr)nn$ as the product of P and a factor not depending on P.
- A-SSE.A.2 Use the structure of an expression to identify ways to rewrite it.

Perform arithmetic operations on polynomials.

- A-APR.A.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Unit of Study: Quadratic Functions

Grading Period: 3/4

Days: 15

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Understanding the concept of a function and use function notation.

- F-IF.A.2 Use function notation, evaluate functions for inputs in their domain, and interpret statements that use function notation in terms of a context.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

Interpret functions that arise in applications in terms of the context.

- F-IF.B.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations.

- F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*
 - a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- F-IF.C.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically and in table or a verbal description).

Construct and compare linear, quadratic and exponential models and solve problems.

- F-LE.A.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Represent and solve equations and inequalities graphically.

- A-REI.D.10 Understand that the graph of an equations in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

Build new functions from existing functions.

- F-BF.B.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k \cdot f(x)$, $f(kx)$, $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Summarize, represent and interpret data on two categorical and quantitative variables.

- S-ID.C.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
 - a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data.

Unit of Study: Solving Quadratic Equations

Grading Period: 4

Days: 18

Nevada Academic Content Standards

Create equations that describe numbers or relationships.

- A-CED.A.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
- A-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.

Interpret the structure of expressions.

- A-SSE.A.2 Use the structure of an expression to identify ways to rewrite it.
- A-SSE.B.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. *
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of a function.

Analyze functions using different representations.

- F-IF.C.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
 - a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

Solve equations and inequalities in one variable.

- A-REI.B.4 Solve quadratic equations in one variable.
 - a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.
 - b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation.

Solve systems of equations.

- A-REI.C.7 Solve a system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.

Represent and solve equations and inequalities graphically.

- A-REI.D.11 Explain why the x-coordinates of the points where the graphs of the equations $yy = ff(xx)$ and $yy = gg(xx)$ intersect are the solutions of the equation $ff(xx) = gg(xx)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $ff(xx)$ and/or $gg(xx)$ are linear, polynomial (quadratic), rational, absolute value, exponential, and logarithmic functions.

Extend the properties of exponents to rational exponents.

- N-RN.A.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Unit of Study: Statistics**Grading Period:** 4**Days:** 10**Nevada Academic Content Standards****Summarize, represent, and interpret data on a single count or measurement variable.**

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- S-ID.A.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

Summarize, represent, and interpret data on two categorical and quantitative variables.

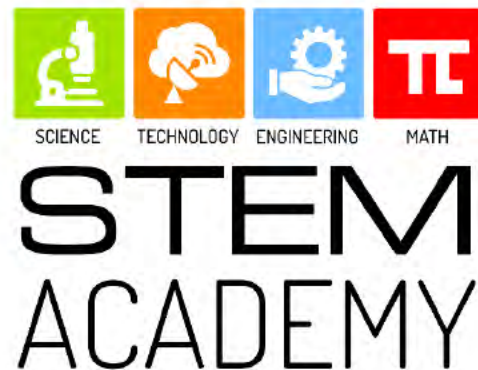
- S-ID.A.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.



PTAA/Nevada

ATTACHMENT 37

Board Assessment



Board Leadership Assessment

Introduction:

One of the most reliable ways the PTAA board can strengthen its performance as a governing body is to periodically assess its own performance. In keeping with the theme of the charter school board as strategic thinkers and planners, the Assessment that follows this page focuses on competencies and characteristics which, when taken together, delineate the profile of an effective board of the future. The results of the assessment will be used to develop action plans to strengthen the visionary leadership capacity of PTAA board.

Based on past experiences with successful assessment, the PTAA offers the following suggestions for use of a tool like the Board Leadership Assessment:

- ◆ Give all board directors and the Administrator an opportunity to discuss the value of a self-assessment and to commit to the process. After discussion, adopt a formal resolution to conduct the assessment and utilize the results to strengthen the board's visionary leadership capacity.
- ◆ After adopting the resolution, designate a group to oversee the self-assessment process. The board can delegate this responsibility to the Executive Committee. In either case, the responsible group should be fully committed to the Assessment process.
- ◆ Distribute the Assessment to all board directors. Specify the date for return of the assessment forms. Compile the results.
- ◆ Schedule a special meeting of the board or a retreat session to review the results of the Assessment.
- ◆ Conduct the review session. Strive for consensus on 3-5 areas for improvement based on the assessment results. Identify specific plans of action to address the areas targeted for attention. Assign responsibility for implementation and agree on follow-up procedures the board will take to assure accountability.

Board Leadership Assessment

INTRODUCTION: This Board Visionary Leadership Assessment contains a list of 23 statements describing the characteristics and competencies of an effective board of the future. Rate the degree to which your board reflects each statement by circling the appropriate number in the rating scale to the right of the statement. "0" means your board is completely lacking in this quality; "5" means that your board strongly reflects the characteristic or competency.

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1. The board is a team of involved and committed individuals. There is clear understanding of the board's responsibility for leading and guiding the charter school into the future in contrast to a passive caretaker mentality. | 0 | 1 | 2 | 3 | 4 | 5 |
| 2. The relationship between the Administrator and the board is one of mutual trust and respect. The board feels fully informed. | 0 | 1 | 2 | 3 | 4 | 5 |
| 3. The board focuses on general policy and long-range goals. It is intimately involved in any basic changes in mission and vision. It monitors finances and reviews and approves the annual budget and plans. | 0 | 1 | 2 | 3 | 4 | 5 |
| 4. The board delegates the day-to-day management of the charter school to the Administrator. That individual is the only staff member reporting directly to the board. | 0 | 1 | 2 | 3 | 4 | 5 |
| 5. The position of the Board President is considered a post of responsibility to be occupied by an individual fully dedicated to the mission of the charter school and prepared to devote the required time and attention to the task while working closely with the Administrator. | 0 | 1 | 2 | 3 | 4 | 5 |
| 6. There exists a clearly articulated mission that serves as the focal point of commitment for board and staff and as the guidepost by which the charter school judges its success and evaluates the need for adjustments in course over time. | 0 | 1 | 2 | 3 | 4 | 5 |

	0	1	2	3	4	5
7. The board is actively and regularly involved in a strategic planning process that helps it consider how the charter school should meet new opportunities and challenges.						
	0	1	2	3	4	5
8. The board keeps abreast of changes in the industry, field, or profession. The board discusses trends and forces that drive current and future changes in the charter school's marketplace.						
	0	1	2	3	4	5
9. There is within the board a spirit of responsible risk-taking. Members understand that even after careful analysis, the decision to act - to try something new - comes with some risk.						
	0	1	2	3	4	5
10. The board takes into account the charter school's vision, long-term goals and strategies as it considers issues, makes decisions and creates policy.						
	0	1	2	3	4	5
11. The charter school's vision and strategies are continually reviewed and updated, based on changes in the business environment and customers' needs.						
	0	1	2	3	4	5
12. The board can rapidly respond to changing conditions. There is a sense of where the action of our times is and how to impact it.						
	0	1	2	3	4	5
13. The board has a bias in favor of forward thinking. The board thrusts the majority of its thinking into the future with the understanding that strategic leadership demands the long-term viewpoint.						
	0	1	2	3	4	5
14. The board is able to separate large issues from small ones. The board has a common way to discern the big items that should be the focus of its attention.						
	0	1	2	3	4	5
15. The board provides new board directors with a thorough orientation that includes board director responsibilities, program and administrative information so that new members are able to perform at the outset						

of their term of service.

16. The board is concerned with the character and diversity of its membership, its size and its self-renewal. It is responsive to changing circumstances and reflects these changes in ways that will best help the charter school achieve its mission. It is aware of its need for "new blood" not only as a source for new ideas, but as a means of renewing itself and of involving the optimal number of volunteers.	0	1	2	3	4	5
17. The board has a long-term plan for identifying and training people to become future board directors.	0	1	2	3	4	5
18. The board is effective in relating to its diverse constituencies within the broader community. The board is involved in building and maintaining relationships with government, business, and other not-for-profit youth and family serving agencies so that the charter school can leverage its resources - both monetary and human - for the benefit of its customers.	0	1	2	3	4	5
19. In approaching problems and issues, the board displays a propensity to think in terms of systems, root causes and relationships among parts rather than surface events and parts in isolation.	0	1	2	3	4	5
20. Innovation is encouraged in an environment of open, uninhibited communication among board directors in which new and especially unconventional ideas receive a supportive hearing.	0	1	2	3	4	5
21. The board is committed to the pursuit of service quality. In support of this commitment, the board relies on measurable outcomes as the centerpiece of an accountability system to assess the positive impact of the charter school's programs on children and the broader community.	0	1	2	3	4	5

- | | | | | | | |
|---|---|---|---|---|---|---|
| 22. The board operates from a marketing orientation, viewing the charter school's clients and constituents as customers who choose to utilize the charter school's programs and services and their continued patronage is never a given in today's competitive marketplace. | 0 | 1 | 2 | 3 | 4 | 5 |
| 23. The board maintains effective communications with its members through a variety of means - phone, fax, mail, on-line, and face-to-face contact. | 0 | 1 | 2 | 3 | 4 | 5 |

Sources: The following resources were used in the development of the Visionary Leadership Assessment:

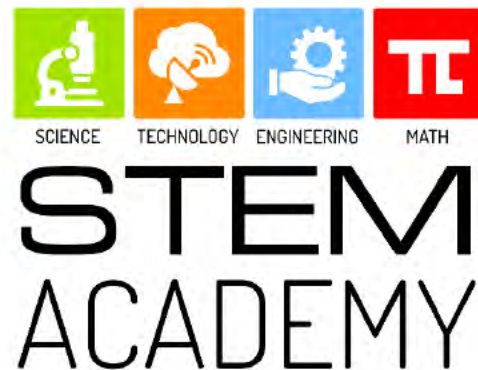
Boards that Make a Difference by John Carver; Managing for Profit in the Nonprofit World by Paul B. Firstenberg; Self-Assessment for the Nonprofit Governing Boards by Larry H. Slesinger; Learning Organization Practices Profile by Michael O'Brien; Profiles in Nonprofit Excellence by INDEPENDENT SECTOR; and Katie Burnham, Executive Director of the Learning Institute for Nonprofit Organizations.



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ATTACHMENT 38

PTECH Agenda
Workforce Commission



SSS Education

Location: Virtual Zoom

Date: November 19, 2020

Attendees: Dr. Love, Stavan

Time: 1:00pm

I. PTECH (Pathway Technical Early College High School) – PTAA-
Nevada

- a) School Design/Model
 - i) Industry-based certifications
 - ii) internships
- b) Up to 60 hours of college credit
- c) Earn an AAS (Associate of Applied Science) CTE-Pathway
 - i) Information Technology
 - (1) Software-Web Development
 - (2) Networking-Sys Admin

II. Strategic Partnerships

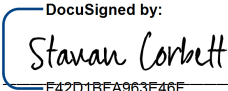
- a) Local business partners
- b) Advisory council
- c) Job employment

III. Our Ask

- a) Letter of support
- b) Serve as a PTECH advisory member

IV. Question and Answers

V. Adjournment

Participant Signature:  _____
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Participant Signature: _____

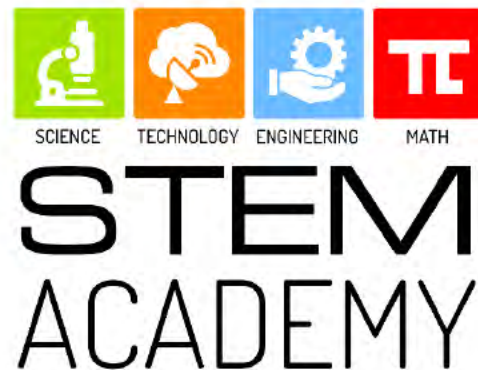
Participant Signature: _____



PTAA/Nevada

ATTACHMENT 39

PTECH Meeting
CSN College



Shubham Pandey

Subject: PTECH Meeting
Location: Microsoft Teams Meeting

Start: Mon 12/07/20 2:00 PM
End: Mon 12/07/20 3:00 PM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Cota, Clarissa

Required Attendees: Cota, Clarissa; Zaragoza, Federico; Derrick Love

Optional Attendees: Lord, Annette; Taylor, Sarah; Shubham Pandey

Discuss PTECH Pathways with CSN college.

From: Clarissa.Cota@csn.edu

When: 2:00 PM - 3:00 PM December 7, 2020

Subject: PTECH Meeting

Location: Microsoft Teams Meeting

Microsoft Teams meeting

Join on your computer or mobile app

[Click here to join the meeting](#)

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