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EXECUTIVE SUMMARY

Provide a brief overview of your school, including:

- ***An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program. Be sure to note the extent to which the distance education programming will be leveraged.***

Mission

We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.

Vision

Cultivating Effective Leaders, Good Character and a Desire to Render Service

Founded in 1997, Somerset Academy opened its' first school in Miramar, Florida, with a population of just 50 students in grades Kindergarten-5th. The multi-age, multi-level classrooms were the basis for the Somerset Academy elementary school philosophy and have proven to be a successful innovation.

Opening as an affiliate of the Somerset System, a SACS-CASI accredited institution, Somerset Academy of Las Vegas has continued to implement the same best practices found in Florida and is committed to meeting the standards and quality indicators of the state of Nevada. Such commitment to implement best practices and quality standards has proven effective in raising student achievement annually for all student populations at the school.

Somerset Academy of Las Vegas (SOM) continuously seeks unique and innovative strategies aimed at increasing student achievement and has developed a multi-tiered system (management, assessment and instruction, and professional development) which integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups. In keeping with that same spirit of seeking and implementing effective strategies for improving student achievement, SOM proposes to offer Distance Education coursework to supplement and enhance current course offerings.

- ***A list of the current school campuses***

Somerset Academy of Las Vegas includes the following five campuses currently operating across the Las Vegas Valley with an additional sixth and seventh campus both set to open in the 2018-19 school year:

North Las Vegas Campus 385 W. Centennial Parkway, North Las Vegas, NV, 89084	Sky Pointe Campus 7038 Sky Pointe Drive, Las Vegas, NV 89131
Stephanie Campus 50 N. Stephanie St., Henderson, NV 89074	Lone Mountain Campus 4491 N. Rainbow Blvd. Las Vegas, NV 89108



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Losee Campus 4650 Losee Road, North Las Vegas, NV 89081	Skye Canyon Campus (K-8, Opening Fall 2018) 8151 N. Shaumber Road, Las Vegas, NV 89166
Aliante Campus (K-8, Opening Fall 2018) Turkey Court and Valley Drive, North Las Vegas, NV 89084	

- ***Proposed model and target communities by zip code***

Somerset Academies currently service approximately 9,770 students across the Las Vegas Valley in grades K-12. The school has no geographical boundaries within Clark County that is restricted from enrollment in the school, and therefore serves families from various neighborhoods and socioeconomic backgrounds. Currently, the demographics of the student population consists of: 4% American-Indian/Alaskan Native, 3.2% Asian, 27.9% Hispanic, 10.6% Black, 48.5% White, 1.6% Pacific Islander, and 7.8% Two or More. Special student subgroups are as follows: 11% IEP, 6.7% ELL, and 22.9% FRL.

SOM's proposed target communities would then be only those students enrolled full-time, in grades 6-12, at one of SOM's seven campuses. With the submission of this amendment, SOM is not seeking to provide distance education courses to students outside of the Somerset Academy of Las Vegas network, those who are not currently full-time students at SOM, nor who are full-time SOM students in grades K-5.

- ***The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.***

Generally speaking, SOM's proposed distance education program will be student-driven and student-centered with the goal to improve student achievement, provide students with more academic choices and options, and personalize learning in a blended format. Students will participate in distance education courses in a designated virtual classroom with the opportunity to engage with a virtual instructor and coursework in a blended face-to-face academic and technical support format.

Specifically, SOM's distance education program intends to supplement and enrich students enrolled full-time in SOM's middle and high schools that are credit deficient, in need of credit recovery, and/or in need of academic remediation. SOM intends that these students have the opportunity to recover credits through supplemental distance education courses and not risk falling further behind. Additionally, SOM seeks to expand its elective offerings to include distance education courses, which may not otherwise be available to its students, due to not having enough students in any one campus to create a full class such as foreign languages or industry certification classes.

For students enrolled in distance education courses, SOM expects to achieve the following outcomes:

1. Ninety (90%) percent of students enrolled in blended distance education classes will successfully pass the course;
2. One Hundred (100%) percent of students enrolled in distance education courses will participate in two-way academic communication with their virtual instructor with support of their face-to-face instructor on a weekly basis.

- ***The key components of your educational model and how the distance education program***



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aligns with the educational model. Please include a timeline for when the distance education program will be implemented.

SOM is a College-Prep School Cultivating Effective Leaders, Good Character and a Desire to Render Service and is dedicated to providing equitable, high quality education for all students.

SOM's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement. These include, but are not limited to, the following:

- A standards-based curriculum based on Common Core Standards for Learning
- A thematic approach to integrate core areas of study such as mathematics, reading, language arts, writing, science, and social studies.
- Appropriate assessments for learning (screening, progress monitoring, and diagnostic)
- Data-driven high-quality differentiated instruction
- Supplemental programs for student advancement and remediation
- Support for teachers and ongoing professional development for advancing technology and other 21st century resources
- Research-based instructional practices (i.e., Marzano's High Yield Teaching Strategies and Coalition of Essential School's Principles)
- Weekly grade level and monthly staff meetings and ongoing professional development workshops
- Tutoring for remediation and acceleration
- Targeted interventions for struggling readers and students performing below grade level.

SOM's distance education program aligns to SOM's overall educational model as it provides "supplemental programs for student advancement and remediation," "tutoring for remediation and acceleration, and strengthens SOM's focus on preparing students for college and a 21st Century workforce.

The distance education program will be implemented at the beginning of the 2018-19 school year.

- ***Key supporters, partners, or resources that will contribute to the distance education program***

SOM will utilize its affiliation with Somerset Academy of Florida and Somerset Virtual Academy for guidance, best practices, and support in order to contribute to the overall success of their distance education program.

Additionally, the approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fluel Education, Strongmind, and K12 along with the support of Virtual Education that has established successful distance education services to SOM's affiliate schools in Florida will contribute to the success of the distance education program. SOM will recruit and retain interested teachers in expanding their experience to include virtual learning to support distance education. The Executive Director of SOM, along with the administrative leadership teams at each campus will work collaboratively with all key stakeholders to ensure successful distance education programs.



MEETING THE NEED, ACADEMIC PLAN & OPERATIONS PLAN

TARGETED PLAN

(1) Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.

In an effort to prepare its middle school and high school students for success in college and career, Somerset Academy of Las Vegas (SOM), proposes to offer Distance Education coursework to supplement and enhance current course offerings for its students.

SOM currently services approximately 9,770 students across the Las Vegas Valley in grades K-12. The school has no geographical boundaries within Clark County that is restricted from enrollment in the school, and therefore serves families from various neighborhoods and socioeconomic backgrounds. Currently, the demographics of the student population consists of: 4% American-Indian/Alaskan Native, 3.2% Asian, 27.9% Hispanic, 10.6% Black, 48.5% White, 1.6% Pacific Islander, and 7.8% Two or More. Special student subgroups are as follows: 11% IEP, 6.7% ELL, and 22.9% FRL.

SOM's proposed target communities are those students enrolled full-time, in grades 6-12, at one of SOM's seven campuses. In particular, middle and high school students who are in need of credit recovery or students who are in need of academic challenge or extension. Additionally, SOM proposes to expand its course offerings for students seeking advanced and college preparatory classes that are typically unavailable to the general student body. SOM is not seeking to provide distance education courses to students outside of the Somerset Academy of Las Vegas network, those who are not currently full-time students at a SOM campus, nor who are full-time SOM students in grades K-5.

SOM's distanced education program is not replacing its existing curriculum, but rather enhancing and supplementing its current academic programming, by effectively reducing barriers to students attending college level classes or having access to a variety of foreign language options.

Implementing a distance education program for the benefit of its students interests SOM as it provides "supplemental programs for student advancement and remediation" – a key component of SOM's educational philosophy. Additionally, SOM believes a distance education program strengthens SOM's focus on preparing students for college and a 21st Century workforce.

(2) Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

SOM's distance education model meets the needs of its campus network and community and aligns to the mission of the SPCSA by providing a platform for students to gain the knowledge, experience, and skills that are critical for success in college and career. SOM's distance education program will cause students to master the skills and knowledge directed by the state of Nevada college and career readiness standards, which are already part of the SOM educational model and curriculum. SOM is committed to offering its students and families quality options for differentiated learning opportunities such as distance education.

SOM's distance education program is a unique program that balances instructional support and student autonomy while ensuring students are supported every step along the way. It will serve to supplement and enhance traditional delivery methods already in place by providing students with



the following additional educational options: credit recovery, Advanced Placement, and/or academic enrichment.

As described above in the *Targeted Plan* under *Meeting the Need*, in order to be eligible for participation in the distance education program, a child must be a full-time, 6th-12th grade student enrolled at one of SOM's seven campuses. Students will then be able to participate in distance education courses based on their individual academic needs. For example, students in need of a credit recovery course, acceleration course, or a course not regularly offered at their campus will be able to enroll in a course through the distance education program on a part time basis. The students will remain fulltime students at their home school.

As SOM continues to expand its campus network and build its middle school and high school programs, each campus has the opportunity to pool its teaching resources to provide opportunities for students to take courses that an individual SOM campus does not otherwise offer. In order to remain competitive in course offering to attract and retain students, SOM is prepared to offer students fully comprehensive course options such as Advanced Placement courses or a variety of foreign languages. Additionally, newly enrolled students in need of credit recovery will have the option to enroll in credit-bearing, distance education, core courses to avoid falling further behind.

SOM will utilize its existing facilities and technological resources to establish an online blended learning classroom at each campus with a licensed teacher to support students and assist with troubleshooting. Students will independently engage in digital adaptive curriculum with an online teacher with the opportunity to work one-on-one with a traditional teacher as needed. SOM is committed to achieving the goal that each of its student is academically ready to enter college or move into a career through providing students in grades 6-12 a combined face-to-face and supplemental online learning opportunity in service to students in need of credit recovery or academic challenge.

PROGRAMS OF DISTANCE EDUCATION (*Distance Education Expansion Amendments*)

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 amendment request to the SPCSA.

(1) Describe the system of course credits that the school will use.

A student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%.

When a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. The forgiveness policy for required courses for high school students is limited to replacing a grade of D or F with a grade of C or higher earned previously in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. When a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA.



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Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Enrollment in local colleges, 2005

Grade	Numerical Value%	Verbal Interpretation	Grade Point Value
A	90-100	Outstanding Progress	4
B	80-89	Good Progress	3
C	70-79	Average Progress	2
D	60-69	Lowest Acceptable Progress	1
F	0-59	Failure	0
I	0	Incomplete	0

When a student is has completed all of the required digital coursework and has earned a passing grade, the distance learning program registrar will issue a transcript and send it the student's home campus. The transcript will reflect the name of the student, course name, grading term and final grade. Additionally, the designee at the student's campus will be able to generate transcripts by logging into the SIS once the grade in the course is finalized. All digital student records are stored for seven years in secure servers. School staff will enter the student grade into the student information system, keep an electronic and/ or printed copy of the transcript with the final grade and place it in each student's school folder. The distance education course grade will be entered for each student on Infinite Campus. The letters DE will appear at the end of the course code in order to identify it as a distance education course.

(2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. This should also include details about how the schools plan to supervise students and monitor daily progress.

Students who are enrolled in distance learning courses are required by the distance education regulations to interact with their virtual teacher one time per week. Communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) used by the approved distance education provider. Detailed notes entered by the teacher will confirm that communication with the student was of academic nature as required. Student data is available 24 hours a day and 365 per year. Attendance reports will reflect real-time data and are generated by designated school staff every Monday, or more frequently, to monitor and comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Attendance and participation in



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courses is also tracked and recorded in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. See image below:

Wednesday, July 22, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	11:57 AM	0:04
Tuesday, July 21, 2015		Start Time	Duration
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:40 PM	0:03
2.04 Logical Fallacies Mini Quiz	Contemplation and Argumentation	12:30 PM	9:09
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:30 PM	0:03
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:27 PM	0:04
2.04 Writing Assignment: Prove It	Contemplation and Argumentation	12:27 PM	0:04
5.00 The Universal Flow of Ideas	The Universal Flow of Ideas	12:26 PM	0:12
Sunday, July 19, 2015		Start Time	Duration
5.00 The Universal Flow of Ideas	The Universal Flow of Ideas	12:18 PM	0:08
3.04 Writing Assignment: Short and Sweet	Story, Identity, Unity	12:18 PM	0:08
4.00 Contemplation and Argumentation	Contemplation and Argumentation	12:18 PM	0:18
Friday, July 17, 2015		Start Time	Duration
1.04 The Crucible Act 3 Mini Quiz	In the Beginning	10:42 AM	3:34
1.02 Literary Timeline Mini Quiz	In the Beginning	10:35 AM	4:01
1.02 Discussion: Making History with Music	In the Beginning	10:33 AM	1:37
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	9:10 AM	2:15
2.04 Law and Disorder	Contemplation and Argumentation	9:10 AM	0:09
2.04 Law and Disorder	Contemplation and Argumentation	6:50 AM	0:04
2.04 Law and Disorder	Contemplation and Argumentation	5:25 AM	30:01
2.02 The Best Defense	Contemplation and Argumentation	5:10 AM	15:00
2.02 The Best Defense	Contemplation and Argumentation	4:21 AM	30:08
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:21 AM	0:33
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:03 AM	5:07
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	4:03 AM	0:11
Thursday, July 16, 2015		Start Time	Duration
2.03 That's Illogical Quiz	Contemplation and Argumentation	9:27 AM	38:50
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	8:47 AM	0:22
2.02 Writing Assignment: Stake Your Claim	Contemplation and Argumentation	8:43 AM	5:47
2.02 Argumentation and Evidence Mini Quiz	Contemplation and Argumentation	8:38 AM	4:17
1.05 In the Beginning Unit Exam	In the Beginning	6:18 AM	25:42
2.01 Romanticism and Transcendentalism Mini Quiz	Contemplation and Argumentation	5:55 AM	7:50
2.03 That's Illogical	Contemplation and Argumentation	5:53 AM	0:21

Using student activity and grades generated from the software, virtual teachers will monitor and verify student participation in course. In addition, participation hours will be verified by the homeroom teachers via documented attendance reporting. The academic advisor will monitor course completion through reports available in the SIS.

Attendance logs and the communication logs, progress reports, and all other applicable academic data are available 24 hours per day and 365 days per year. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning course is in addition to attendance records maintained by the school in which the student attends classes full time.

Students taking distance education courses will complete coursework in a designated virtual learning lab with a face-to-face teacher. The digital classroom will be available during the regular school day as well as before and after school.

Progress monitoring tools - the virtual nature of the program allows students to track their own daily progress and provides access to real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. The data collection capabilities of the program, along with baseline data allows teachers to receive reports and identify students not meetings adequate progress so that they can provide appropriate interventions, which include:

- Ongoing assessments to inform pacing
- Differentiate instruction
- Remediation through supplementary technology
- Increasing teacher/student/parent communication
- Ongoing progress monitoring
- Academic counseling

Data on progress is available after students complete each assessment. Teachers are able to disaggregate academic data and identify performance on each benchmark. Teachers will also be able to easily identify students' performance within those categories and address the academic needs of each student through remediation and enrichment activities.



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Weekly generated reports will identify any students having difficulties within each course. Students not making appropriate progress and/or who fall behind pace will be identified and contacted by the academic coach in order to identify intervention strategies to be put in place to assist the student. The following criteria will be used to identify pupils who are having difficulty with course assignments or are otherwise having difficulty in the course. The categories are as follows:

- Behind pace
- Failing
- Not logging into course
- Teacher unable to make contact

An academic coach is assigned to each student enrolled in the distance education program. These staff members track student progress in their courses as do the virtual instructors. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specialized in the content area. Tutors work closely with the student and teacher and provide feedback on progress during the tutorial sessions on a weekly basis.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded (red, yellow, green) and the students reflected in red are contacted first.

Student attendance, participation, and performance is monitored by program staff to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents twice per month.

(3) Describe how the school will ensure students participate in assessments and submit coursework.

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil's progress.

In order to meet the weekly communication requirement for distance learning, teachers will initiate the weekly communication and document such conversation into the student information system (Bocavox/MAESTRO). Teachers will use a template to ensure that the communication was academic in nature and discussions regarding coursework progression. This compliance data will be available 24 hours a day and 365 per year. Attendance reports reflect real-time data and are downloaded every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Students will be taking distance education courses on a part time basis. They will attend class at a brick and mortar school where attendance will be taken in each students' homeroom class. Student attendance and participation in distance education courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds as depicted in the time logging image previously provided.

As required, teachers and students will have a two-way conversations one time per week. All communications will be logged in and tracked for each student. Time logging reports can also be generated to keep track of all students' log in times into their courses and to verify that coursework



is being submitted in a timely manner. Teachers will print out monthly attendance records and sign them for verification purposes.

Varied formative assessments are used to provide to teachers on student progress and to determine if teachers need to modify content to meet student needs. Assessments are varied and valid and can be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer review, project or problem based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level Bloom's questioning. These include, but are not limited to, the following:

Affiliation and Collaboration: Courses are designed to engage students with one another, with their instructors, with their families and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- One graded collaboration assessment per segment/ semester
- Discussion Based Assessments with the instructor (oral assessments) that fall roughly every four weeks
- One student-to-student, student-to-parent, or student-to-community activity per segment/ semester
- One non-computer related activity per segment/ semester - These are designed to get students away from their computers, and engaged in their learning in a different fashion.
- They address real world learning and provide students opportunities for success within their individual strengths.

Discussion Based Assessments: All courses include an oral assessment with the instructor, which fall about every four weeks. We include these for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

Test Banks: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

Rubrics: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them. The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports. Pre/post module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as



screening and progress tools to differentiate instruction. Real-time reports are provided on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress and ensure successful course completion. Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through PlagScan (plagiarism scan software). Students will take any required course and State assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

(4) Describe how the school will conduct parent-teacher conferences.

Communication of student progress is key to the success of every student as well as SOM. Weekly progress reports to convey student progress will be provided to each parent. Parent-teacher conferences will be done as needed based on the student's individual progress. These conferences may be conducted over the phone or in person. As a requirement of the enrollment process in distance education courses, the students' parent or legal guardian will enter into a written agreement with the pupil outlining the objectives of the course, the timeline for completion, and the method by which the progress of the student will be assessed. The consent form needs to be signed and received from the parent or legal guardian before the student is able to enroll.

(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.

SOM will administer all required state assessments in a safe, secure and environment free of distractions and within the timeframe required. SOM, according to state and federal law, will use licensed staff as assessment proctors. All proctors will be trained and certified to be a qualified proctor based on state requirements.

SPECIAL EDUCATION

(1) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.

The school staff will monitor student progress on a weekly basis to determine the effectiveness of the distance education instructional program. Adjustments to instructional program will be made as student progress or lack of progress is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to student's academic program towards a more or less restrictive environment based on progress. Assessment and standardized testing procedures shall be implemented, including guidelines.

All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, Safe School Professional or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The



school may employ such personnel as necessary depending on student need determined from actual enrollment. If necessary, the school will contract service provider agencies that employ licensed personnel and/or SOM will to contract services from Academica Student Support Services as determined by agreement between Academica and SOM. If services are outsourced to Academica or through service providers, SOM's principal and special education teacher will oversee, manage, and determine that all students with special needs IEPs are being implemented appropriately.

(2) What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

SOM's proposed program of distance education will be delivered using a blended face-to-face model and will comply with all legal distance education requirements pertaining to special population. To that end, SOM will provide planned staff development activities and participate in available appropriate professional development trainings to support access by students with disabilities to the distance education classroom, distance education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All SOM personnel who are necessary to provide a student with a disability a FAPE are required to attend any staff development activities or sponsor trainings.

Somerset Academy will adhere to the provisions of IDEA and ADA, specifically in distance education, 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.

SOM will also ensure that no student otherwise eligible to enroll in distance education courses will be denied enrollment on the basis of their special education status. A records search of all enrolled students will be conducted to locate all students enrolled who have current IEPs. If a student enrolls in distance education with more services than SOM can provide, the school administrator and special education staff will meet with the parents and the student. At the meeting, SOM's special education distance education service delivery model will be discussed so the parent can make an informed decision. If needed the IEP will be revised once the student attends distance education courses.

SOM is committed to all of its students who may elect to participate in distance education, including its gifted and talented pupils, students with disabilities, English Language Learners (ELLs), and those with Individual Education Plans (IEPs) or 504 plans. Working closely with Academica Student Support Services, SOM plans on closely partnering with district staff on several fronts to ensure special education programs specifically as it pertains to distance education and services reach students appropriately.

In order to provide a Free and Appropriate Public Education (FAPE), SOM will follow all federal and state laws under the Individuals with Disabilities Education Act (IDEA) (20 USC §1400 et seq). Additionally, SOM 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 SOM distance education courses. By adhering to the provisions of the IDEA and applicable State of Nevada Special Education Laws and Regulations, SOM will assure that all



students with disabilities are accorded FAPE, including special education-related services, and accommodations. SOM will also ensure that no student otherwise eligible to enroll in distance education will be denied enrollment on the basis of their special education or disability status.

Parents of students attending distance education courses will begin the year with understanding the services provided for students with disabilities at SOM. In addition, they will be informed of and sign the learning compact designed to meet all established IEP's or other programs notated, such as distance education, within this section. Parents of students with disabilities will be invited and encouraged, in the same manner as all students at SOM, to attend the school-wide events provided throughout each academic year.

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating in distance education courses. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress. Parents of students with disabilities will receive monthly calls from each distance education teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

ENGLISH LANGUAGE LEARNERS

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

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the school year.¹ Students enrolling after the start of the school year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d)

Once the initial assessment is complete and/or records have been transferred:

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:

1. Classify students who are eligible for ELL services as Non- English or Limited English proficient. The students eligible for ELL services.
2. Prepare a Parent Notification Letter if a student qualifies for ELL services. Once the parent receives the letter, they may choose to receive ELL instructional services. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent or guardian understands what is being waived. Parents or guardians may only waive ELL instructional services – not testing. The school will document the parent conference, and place a copy of the waiver in the cumulative student folder.

¹ Interpretation Services-PPA will seek to hire enough bilingual staff to meet the needs of its enrolled students and families. PPA will collaborate with Student Support Services to make appropriate accommodations for families needing translation services in languages other than Spanish.



Somerset Academy of Las Vegas – Distance Education Amendment

3. 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.

For students classified as Fully English Proficient, as a result of the initial assessment, the school will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for ELL services the appropriate code; and
2. 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.

Once students are assessed, the Principal will ensure that eligible students are provided appropriate ELL services. In addition, Principals or designees (ELL Teacher) will ensure that ELL students and their parents or guardians are aware of school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined, through revaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

Parents of attending students will begin the year with understanding the ELL services provided at SOM's distance education program. In addition, they will be informed of and sign the learning compact (translated to accommodate all individual language learners).

Furthermore, parents of students identified as ELL will receive weekly progress reports regarding the growth that their child is demonstrating in their distance education course. The ELL Teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's ELL progress in the distance education course. Parents of ELL distance education students will receive monthly calls from their virtual teacher to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for 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 the school to ensure that this necessary communication takes place.

SOM will instruct 6th-12th grade using a blended face-to-face model. ELL students will be instructed by a TESOL endorsed instructor under the distance education support framework. ELL students will be provided direct instruction in conjunction with the online platform to better develop language level acquisition.



(2) Staffing: How will you ensure qualified staffing to meet the needs of ELL students under this amendment? What staff will be accountable for ongoing monitoring of the performance of ELL students?

SOM will seek to hire teachers with a Teaching English as a Second Language (TESOL) endorsement to act as the teacher of record. SOM will expand its access to TESOL instructors through providing distance education and pooling resources of its affiliate schools. Teachers with TESOL endorsements will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide staff development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

Supporting the educational needs of English Language Learners is a key component of PPA leading all holdings to high academic expectations. PPA will seek to hire a teacher with a CLD endorsement or has completed their ELA requirements preferably ELA-E. This teacher will coordinate Title III Programming and ELL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based ELL Program and facilitate intensive instructional interventions like small group pull-outs.

(3) 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?

The Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for ELL students to develop English language skills in content classes. Secondary ELL students have a limited time to become academically proficient in English. Therefore, ELL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the ELL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need ELL services and native English speakers. At the high school level, this model also allows students to earn credit toward graduation in required core subject areas. Emphasis is on cooperative learning, hands-on activities, visuals, demonstrations, modeling, and sheltered vocabulary all made available through virtual classes.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESOL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content-Based model must be endorsed in the content areas and be encouraged to obtain their TESOL or bilingual endorsements.

(4) 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?

With the results of the screening from the WIDA-ACCESS, students are placed in their specialized language program. A student will be placed in Structured English Immersion if they receive all 4's



and 5's in Speaking, Listening, Reading, and Writing. If a student scores a 3 in the Listening, they will be placed in Sheltered Content Instruction. A student will receive Pull-Out ESL instruction if the CST (student study team) determines that is the appropriate intervention for them. In addition, the English Language Learner Program is a teacher-recommended program, where students were selected based on their academic success with each teacher.

HOMELESS/MIGRANT SERVICES

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

SOM 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 - enrollment packet includes proof of residency. If parent/guardian is unable to provide proof of permanent residency, gather information about housing using a questionnaire developed in accordance Title 1 Hope or Nevada state recommendations.
- During enrollment – teachers and staff are provided training on how to identify students that previously were not but may now be classified as homeless. Teachers and staff 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.

SCALE STRATEGY

(1) Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.

The Executive Director will work with the middle school and high school Administration to ensure that they are familiar with expectations of recruitment, professional development and procurement of curriculum as it pertains to distance education. In particular, it will be made clear the students eligible to enroll in distance education courses are those students in need of credit recovery, students who are in need of academic challenge through Advanced Placement or extension courses not already available at their campus, and/or students who wish to take an elective course that would not otherwise be available due to not enough students enrolled to form a full class.

Finally, the Executive Director of SOM will clearly articulate the process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at their school site) is as follows:

1. Students in need of an acceleration course, a credit recovery course or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
2. Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.



3. No home-schooled students will be accepted into the program.
4. Enter into a written agreement with the pupil and the pupil's parent or legal guardian outlining the objectives of the course, the timeline for completion of the course and the method by which the progress of the pupil will be assessed.
5. The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System and request the desired course.
6. The school counselor will review the student's academic information, verify that the student selected the appropriate course and then electronically approve (confirm) the student for enrollment.
7. The distance education program staff will then enroll the student in the virtual course.
8. Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
9. Upon completion of the course, the school will generate a transcript reflecting the student name, course taken and final grade.
10. The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).

(2) If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.

This question is not applicable as the school is not affiliated with a CMO or EMO that operates distance education in other states.

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 for the new distance education program that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). 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.

SOM will utilize a wide range of communication modalities to share its mission openly, and without bias, for the purpose of recruiting current students *already enrolled* in grades 6–12 who would benefit from distance education courses for students in need of credit recovery, academic enrichment, or electives that would otherwise not be available.

Utilizing both traditional and digital media, SOM will be capable of more open communication to, and greater access for, interested students *already enrolled* and families, as messages can be targeted for specific needs, such as disability, academic struggle, family poverty, or other extenuating circumstances. Specifically, SOM will communicate its mission and distance education



opportunities for students *already enrolled* in grades 6–12 through the following mediums:

- Social Media:
Messages will be posted on social media platforms such as Facebook, Twitter, and Instagram.
- Direct Mail:
Direct mail will be used to target those students *already enrolled* in grades 6–12 in near-campus area. Mailers will be done in English and Spanish to reflect the needs of the community.
- Mobile Campaigns:
SOM will utilize the latest technologies to message mobile devices either through search, social media, or geo-targeted messages.
- Open Houses:
SOM will hold regular open houses to welcome students, parents, and guardians interested in touring the school and learning more about its highly engaging education.
- Community Outreach:
SOM will participate in community events and meetings to share its message and to make the SOM staff available for questions and comments. SOM is a part of the communities, and SOM seeks to help those in the community who are in need, by providing quality education options and by participating in community outreach.

(2) 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 distance education applications and how long the window will last prior to conducting a lottery.

Already enrolled students in grades 6-12 will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to take the course through the distance learning program on a part time basis. The students will remain fulltime students at their home school. Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled, there will not be a separate calendar or lottery for the distance education program. Furthermore, there is not an application process for the distance education program because students who are eligible must already be currently enrolled in grades 6-12; therefore, this question is not applicable.

(3) What distance education 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?

Because students are only eligible to participate in the proposed distance education courses are those who are already enrolled and will be selected to participate in distance education based on their individual academic needs, there are no enrollment targets or re-enrollment targets for the distance education program. Students will be selected to participate on a case-by-case individualized process; therefore this question is not applicable.

SERVICES

(1) Provide a description of how the school leadership team will support the distance education 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.

SOM's administrators will use the Nevada Performance Framework and its internal assessment data system to determine individual student's academic readiness to participate in the proposed distance education program. SOM conducts an annual financial audit and will review the audit's findings to determine if the school is in a financial position to add new distance education courses. Metrics used to identify the school's financial ability to provide distance education courses will include days-cash-on-hand, annual surplus and debt service ratio. SOM will assess the operational ability to implement the proposed distance education program by reviewing the parent-teacher surveys, teacher-administrator surveys, and educational management annual review. The Board will additionally seek professional training opportunities regarding Board Governance as it pertains to programs of distance education.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges. The key components of your educational model and how the distance education program aligns with the educational model. Please include a timeline for when the distance education program will be implemented.

SOM will utilize its existing technology infrastructure and support mechanisms across the school, staff, and teacher and no new investments are necessary to support distance education.

SOM will utilize the following existing infrastructure and support mechanisms:

- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each teacher will have one teacher computer and a 1:1 student to computer ratio in the classroom. Each office staff member will have a computer to utilize. There will be one computer lab and at least one laptop cart.
- SOM will contract with its service provider, Intellatek for support in device management and user support.

The approved distance education providers Accelerate Education, eDynamic, FLVS Global, Fluel Education, Strongmind, and K12 all provide the servers that currently contain the production systems (curriculum) and data are in a highly-secured off-site collocation center (IOData). Physical access to the systems are restricted to essential personnel only.

The IOData facilities have guarded site access:

- Only pre-authorized personnel may enter the parking area (access-card and human guard to compare face to card photo)
- The facility exterior door requires card-scan plus key-code



Somerset Academy of Las Vegas – Distance Education Amendment

- Interior “man-trap” door requires keycard and retina eye-scan to permit entry to server floor
- Additional card scans required to reach rack cages
- Racks are locked with combination door locks

Electronic access to server systems by developer and operations employees require approved secured and encrypted VPN access, followed by ID and password access to individual server systems. Data on database systems are encrypted and secured and can only be access via secure credentials. Because SOM teachers will be utilizing distance education courses to enhance and supplement existing SOM educational model and programs, they will align with the mission and vision of Somerset Academy of Las Vegas. SOM’s distance education program is not a means to replace any existing programs or curriculum.

It is expected that the distance education program will be available for currently enrolled, full-time students in grades 6-12 at SOM in the fall of 2018.



FINANCIAL PLAN

(1) Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

With the utilization of existing school technology equipment, the costs associated with the inclusion of a distance education program will include a range of pricing from \$30 to a maximum of \$175 per pupil per semester per course amount and a \$75 per teacher per student per course amount. Therefore, for each distance education course, the total amount per pupil would be \$250. These distance education courses will be provided by the following approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind.

ATTACHMENT 1: Courses for State Approval

At this time there are no courses that are to be reviewed for state approval; therefor, this question is not applicable. Please see approved Distance Education from the Nevada Department of Education in Attachment 2 for a complete list of courses that have been approved.

Attachment 1- Courses for State Approval

BRIAN SANDOVAL

Governor

STEVE CANAVERO, Ph.D.

*Superintendent
of Public Instruction*

STATE OF NEVADA



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April 6, 2018

John Barlow, Executive Director
Somerset Academy of Las Vegas
4650 Losee Rd
North Las Vegas, NV 89081

Dear Mr. Barlow:

A thorough review of The Somerset Academy of Las Vegas amendment to the application to conduct a distance education program has been completed. **Please accept this as official notification that The Somerset Academy of Las Vegas is approved to amend the distance education program as submitted to the Department of Education.** All courses included in the application are approved for use. Approval of the program will be for the period beginning July 1, 2018, through June 30, 2021. Approved Distance Education programs are in effect for three years. If your district makes significant changes within your Distance Education programs, updates to the currently approved plan will be required.

As a point of information, all courses that have been approved as part of a distance education program in Nevada are to be included on the "State Approved" list of distance education courses.

If you have any questions regarding the implementation of the program as it relates to statutory or regulatory requirements, or if you have any questions or concerns, please feel free to contact me at (775) 687-7288.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Moore".

Tracy Moore
Distance Education Programs Professional

TM/kjw

cc: Jennifer Ranney, School Resource Development, Academica Nevada
Patrick Gavin, Director, State Public Charter School Authority
Kristine Nelson, Director, Office of Career Readiness, Adult Learning & Education Options
Michael Shafer, Chief Auditor

Section 1: Identify all distance education courses that will be offered If a course of distance education that will be offered through the program is currently included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

SLAM Academy of Nevada would like to amend their approved Distance Education Application to include courses from BYU. Please see course lists below:

BYU Course List

Courses	Grade
Advanced Literature Comprehension	9-12
Algebra 1, Part 1	9-12
Algebra 1, Part 2	9-12
Algebra 2, Part 1	9-12
Algebra 2, Part 1	9-12
American Government, Part 1	9-12
American Government, Part 2	9-12
AP Biology, Part 1	9-12
AP Biology, Part 2	9-12
Applied Physics with Technology, Part 1	9-12
Applied Physics with Technology, Part 2	9-12
Bible as Literature	9-12
Biology, Part 1	9-12
Biology, Part 2	9-12
Bowling	9-12
Business and Consumer Math, Part 1	9-12
Business and Consumer Math, Part 2	9-12
Business Law	9-12
Character Education: Exploring Values, Part 1	9-12
Character Education: Exploring Values, Part 2	9-12
Character Education: Exploring Values, Part 3	9-12
Child Development, Part 1	9-12
Child Development, Part 2	9-12
Creative Writing	9-12

Courses	Grade
Current Events	9-12
Drug Use and Abuse	9-12
Earth Science, Part 1	9-12
Earth Science, Part 2	9-12
Eating Disorders and Basic Nutrition	9-12
Education and Career Planning	9-12
Eleventh-Grade English, Part 1	9-12
Eleventh-Grade English, Part 2	9-12
Environmental Science	9-12
Essential Life Skills	9-12
Financial Literacy: Money Matters	9-12
First- Year Spanish, Part 1	9-12
First- Year Spanish, Part 2	9-12
Fitness for Living	9-12
Fitness for Sports and Recreation	9-12
Food and Nutrition, Part 1	9-12
General Astronomy	9-12
General Chemistry, Part 1	9-12
General Chemistry, Part 2	9-12
General Physical Science	9-12
Health Education	9-12
History of the American West	9-12
Honors Chemistry, Part 1	9-12
Honors Chemistry, Part 2	9-12
Honors U.S. Government and Citizenship	9-12
Human Anatomy	9-12
Jogging	9-12

Courses	Grade
Journalism	9-12
Leadership	9-12
Lifetime Weight Control	9-12
Mathematics I Part 1	9-12
Mathematics I Part 2	9-12
Mathematics II Part 1	9-12
Mathematics II Part 2	9-12
Mathematics III Part 1	9-12
Mathematics III Part 2	9-12
Meteorology	9-12
Ninth-Grade English, Part 1	9-12
Ninth-Grade English, Part 2	9-12
Personal Freedom	9-12
Physics, Part 1	9-12
Physics, Part 2	9-12
Plane Geometry, Part 1	9-12
Plane Geometry, Part 2	9-12
Pre-Algebra, Part 1	9-12
Pre-Algebra, Part 2	9-12
Pre-calculus, Part 1	9-12
Pre-calculus, Part 2	9-12
Preparing for Responsible Parenthood	9-12
Project Self-Discovery	9-12
Psychology	9-12
Reading Around the World	9-12
Reading Comprehension	9-12
Science Fiction Literature	9-12

Courses	Grade
Second- Year Spanish, Part 1	9-12
Second- Year Spanish, Part 2	9-12
Sociology	9-12
Speed Reading	9-12
Study Skills	9-12
Technical Writing	9-12
Tennis	9-12
Tenth-Grade English, Part 1	9-12
Tenth-Grade English, Part 2	9-12
The Character of America: Documents & Symbols	9-12
The Character of America: The People	9-12
Things as They Really Are	9-12
Third-Year Spanish, Part 1	9-12
Third-Year Spanish, Part 2	9-12
Trigonometry, Part 1	9-12
Trigonometry, Part 2	9-12
Twelfth-Grade English, Part 1	9-12
Twelfth-Grade English, Part 2	9-12
Understanding Economics	9-12
Understanding Literature	9-12
United States Government and Citizenship	9-12
United States History From 1851	9-12
United States History to 1850	9-12
Weight Training	9-12
World Civilizations	9-12
World Geography: The Forces that Shape our World	9-12

Courses	Grade
World History: Ancient Civilizations	9-12
World History: Western Hemisphere	9-12
World History: Europe and Russia	9-12
World History: Easter Hemisphere	9-12

BRIAN SANDOVAL

Governor

STEVE CANAVERO, Ph.D.

*Superintendent
of Public Instruction*

STATE OF NEVADA



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February 2, 2018

John Barlow, Executive Director
Somerset Academy of Las Vegas
4650 Losee Rd
North Las Vegas, NV 89081

Dear Mr. Barlow:

A thorough review of The Somerset Academy of Las Vegas application to conduct a distance education program has been completed. **Please accept this as official notification that The Somerset Academy of Las Vegas is approved to operate the distance education program as submitted to the Department of Education.** All courses included in the application are approved for use. Approval of the program will be for the period beginning July 1, 2018, through June 30, 2021. Approved Distance Education programs are in effect for three years. If your district makes significant changes within your Distance Education programs, updates to the currently approved plan will be required.

As a point of information, all courses that have been approved as part of a distance education program in Nevada are to be included on the "State Approved" list of distance education courses.

If you have any questions regarding the implementation of the program as it relates to statutory or regulatory requirements, or if you have any questions or concerns, please feel free to contact me at (775) 687-7288.

Sincerely,

A handwritten signature in blue ink, appearing to read "Tracy Moore".

Tracy Moore
Distance Education Programs Professional

TM/kjw

cc: Kristine Nelson, Director, Office of Career Readiness, Adult Learning & Education Options
Michael Shafer, Chief Auditor

DISTANCE EDUCATION PROGRAM

APPLICATION COVER PAGE

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the distance education program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Department of Education that the persons who operate the program on a day-to-day basis will comply with and carry out all applicable requirements, statutes, regulations, rules and policies of the school district or charter school.

Name and Signature of the school district superintendent, charter school principal or other appropriate designee of the applicant authorized to submit this application must be provided below:

Name and Title

John Barlow, Executive Director


Signature

Indicate the date the applicant's board of trustees, governing body or committee to form a charter school met to approve the submission of this application: _____

APPLICANT INFORMATION

Applicant (Name of School District or Charter School) Somerset Academy of Las Vegas	Mailing Address (Street, P.O. Box, City/Zip) 4650 Losee Rd. North Las Vegas, NV 89081
Name and title of authorized contact person John Barlow, Executive Director	Telephone number of authorized contact person Fax Number Email address (702) 826-4373 x2017 Fax: (702) 487-5411 John.Barlow@somersetnv.org

Date Received By Department: 1/23/18 

*Somerset
Approved
1-28-18* 

Distance Education Program Application
Revised 7/3/17

Somerset Academy of Las Vegas Campuses**Lone Mountain**

Principal Christina Threeton
4491 N. Rainbow Blvd
Las Vegas, NV
P: 702-685-9150
F: 702-722-6906

Losee

Principal Dan Phillips
4650 Losee Rd 89081
North Las Vegas, NV 89081
P: 702-826-4373
F: 702-527-7999

North Las Vegas

Principal Jenni Martinez
385 W. Centennial Pkwy
North Las Vegas, NV 89084
P: 702-633-5616
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Sky Pointe

Principal Lee Esplin
7058 Sky Pointe Dr
Las Vegas, NV 89131
P: 702-478-8888
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Stephanie

Principal Reggie Farmer
50 N. Stephanie St
Henderson, NV 89074
P: 702-998-0500
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Aliante *New Opening in Fall of 2018

Principal TBD
Turkey Court and Valley Dr.
North Las Vegas, NV 89084
P: 702-826-4373
F: 702-527-7999

Sky Canyon *New Opening in Fall of 2018

Principal TBD
8151 N. Shaumber Rd.
Las Vegas, NV 89166
P: 702-461-6260
F: 702-527-7999

Section 1: Identify all distance education courses that will be offered. If a course of distance education that will be offered through the program is currently included on the list of approved distance education courses prepared by the Department, please include an identification of each course, including, without limitation, the title of the course and the name of the provider of the course of distance education.

The courses to be used will be from four approved distance education providers: Accelerate Education, eDynamic Learning, FLVS Global, Fuel Education, K12 and StrongMind. The applicant will not be developing any courses. Any new courses proposed by the applicant will be submitted by Accelerate Education, eDynamic Learning or FLVS Global, Fuel Education, K12 and StrongMind and will only be use if they are approved by the Nevada Department of Education NDE. All courses to be used are currently included on the list of approved distance education courses prepared by the Nevada Department NDE. The program provider proposes to use courses from four approved distance education providers: Accelerate Education, eDynamic Learning and FLVS, Fuel Education, K12 and StrongMind. Course lists for each Nevada approved provider are included below:

Accelerate-Education Approved Course List

Approval Valid Until 7/15/2019

Courses	Grade
Language Arts 1	1
Language Arts 2	2
Language Arts 3	3
Language Arts 4	4
Language Arts 5	5
Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Latin 1 A&B	9
Latin 2 A&B	10
Law and Ethics	9
Life Management Skills	9
Life Skills	9-12
Life Skills	6-9
Marine Science	9
Math 1	1
Math 2	2



Math 3	3
Math 4	4
Math 5	5
Math 6	6
Math 7	7
Math 8	8
Media Studies	9
Medical Terminology	9-12
Medicine	9
Music Appreciation	9-12
Nutrition	9
Nutrition and Wellness	9-12
Paleontology	9
Personal Finance	9-12
Personal Fitness	9-12
Physical Education	9-12
Physical Science A&B	9-10
Physics	11-12
Pre-Algebra	8-9
Pre-Calculus	11
Psychology A&B	9-12
Reading Skills	7
Relationships	9-12
Renewable Energy	9
Research	9
Retailing	9-12
Running	9-12
Science 1	1
Science 2	2



Science 3	3
Science 4	4
Science 5	5
Science 6	6
Science 7	7
Science 8	8
Science K	K
Seven Habits	9-12
Social Studies 1	1
Social Studies 2	2
Social Studies 3	3
Social Studies 4	4
Social Studies 5	5
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology A&B	9-12
Space Exploration	9
Spanish 1 A&B	9
Spanish 2 A&B	10
Spanish 3 A&B	11
Speech	10
Strength Training	9-12
Study Skills and Strategies	9
Theater Studies	9
Trigonometry	11
Walking Fitness	9-12
Web Design	9-12
Work Environment	9-12



World Geography & Cultures A&B	9
World History A&B	9-10
World Religions	9



eDynamicLearning Course List

Approval Valid Until 6/19/2020

Courses	Grade
Advertising & Sales Promotion	9-12
African American History	9-12
Agriscience II: Sustaining Human Life	9-12
Anthropology I: Uncovering Human Mysteries	9-12
Anthropology II: More Human Mysteries Uncovered	9-12
Archaeology: Detectives of the Past	9-12
Art in World Cultures	9-12
Astronomy: Exploring the Universe	9-12
Biotechnology: Unlocking Nature's Secrets	9-12
Careers in Criminal Justice	9-12
Concepts of Engineering and Technology	9-12
Cosmetology	9-12
Creative Writing	9-12
Criminology: Inside the Criminal Mind	9-12
Digital Photography I: Creative Images with Impact!	9-12
Digital Photography II: Discovering Your Creative Potential	9-12
Early Childhood Education	9-12
Entrepreneurship: Starting Your Business	9-12
Fashion and Interior Design	9-12
Forensic Science I: Secrets of the Dead	9-12
Forensic Science II: More Secrets of the Dead	9-12
Game Design I	9-12
Gothic Literature: Monster Stories	9-12
Great Minds in Science: Ideas for a New Generation	9-12
Health I: Life Management Skills	9-12



Health Science II: Patient Care & Medical Services	9-12
Health Sciences: The Whole Individual	9-12
History of the Holocaust	9-12
Hospitality and Tourism: Travelling the Globe	9-12
Human Geography: Our Global Identity	9-12
International Business: Global Commerce in the 21st Century	9-12
Introduction to Agriscience	9-12
Introduction to Culinary Arts	9-12
Introduction to Forestry & Natural Resources	9-12
Introduction to Manufacturing: Product Design & Innovation	9-12
Introduction to Military Careers	9-12
Journalism: Investigating the Truth	9-12
Introduction to Social Media: Our Connected World	9-12
Law and Order: Introduction to Legal Studies	9-12
Marine Science: Secrets of the Blue	9-12
Middle School 2D Studio Art	6-8
Middle School Career Exploration	6-8
Middle School Career Exploration II	6-8
Middle School Digital Art and Design	6-8
Middle School Exploring Music	6-8
Middle School Fitness	6-8
Middle School Photography: Drawing with Light	6-8
Middle School Journalism: Tell Your Story	6-8
Music Appreciation: The Enjoyment of Listening	9-12
Mythology & Folklore: Legendary Tales	9-12
National Security	9-12
Nutrition & Wellness	9-12
Peer Counseling	9-12



Personal and Family Finance	9-12
Personal Fitness	9-12
Personal Psychology I: The Road to Self-Discovery	9-12
Personal Psychology II: Living in a Complex World	9-12
Philosophy: The Big Picture	9-12
Principles of Agriculture, Food & Natural Resources	9-12
Principles of Public Service: To Serve & Protect	9-12
Public Speaking	9-12
Real World Parenting	9-12
Renewable Technologies	9-12
Restaurant Management	9-12
Social Problems I: A World in Crisis	9-12
Social Problems II: Crisis, Conflicts & Challenges	9-12
Sociology I: The Study of Human Relationships	9-12
Sociology II: Your Social Life	9-12
Sports and Entertainment Marketing	9-12
The Lord of the Rings: An Exploration of the Films & Their Literary Influences	9-12
Theater, Cinema & Film Production	9-12
Veterinary Science: The Care of Animals	9-12
Women's Studies: A Personal Journey Through Film	9-12
World Religions: Exploring Diversity	9-12

FLVS Global Course List

Approval Valid Until 5/8/2020

Courses	Grade
Algebra 1A	6-9
Algebra 1B	6-9
EDL – Middle School Photography	6-9
Middle School Language Arts I/honors	6-9
EDL – Middle School Career Exploration	6-8
Middle School Civics	6-8
Middle School Comprehensive Science I / honors	6-8
Middle School Comprehensive Science II / honors	6-8
Middle School Comprehensive Science III/ honors	6-8
Middle School Critical Thinking Problem Solving and Learning Strategies	6-8
Middle School Comprehensive PE 6/7	6-8
Middle School Comprehensive 7/8	6-8
Middle School Fitness Grade 6	6-8
Middle School Language Arts II/ honors	6-8
Middle School Language Arts III/ honors	6-8
Middle School Grade 6 Mathematics/honors	6-8
Middle School Grade 7 Mathematics/honors	6-8
Middle School Reading	6-8
Middle School Spanish Beginning	6-8
Middle School Spanish Intermediate	6-8
Middle School US History/ honors	6-8
Middle School World History / honors	6-8
Advanced Algebra with Financial Application	9-12
Algebra 1 for Credit Recovery	9-12



Algebra 2 for Credit Recovery	9-12
Algebra I/honors	9-12
Algebra II/honors	9-12
Anatomy and Physiology	9-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Computer Science	9-12
AP English Composition	9-12
AP English Literature	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Microeconomics	9-12
AP Psychology	9-12
AP Statistics	9-12
AP United States Government & Politics	9-12
Art History and Criticism	9-12
Biology 1 for credit recovery	9-12
Biology/honors	9-12
Calculus	9-12
Careers in Fashion and Interior Design	9-12
Chemistry for credit recovery	9-12
Chemistry/honors	9-12
Chinese I	9-12
Chinese II	9-12
Chinese III Honors	9-12
Creative Photography I	9-12
Critical Thinking and Study Skills	9-12



Dave Ramsey's Foundations in Personal Finance	9-12
Digital Information Technology	9-12
Earth Space Science/Honors	9-12
Economics with Financial Literacy/honors	9-12
Economics with Financial Literacy for credit recovery	9-12
EDL – Advertising & Sales Promotion	9-12
EDL - Agriscience II	9-12
EDL – Anthropology I	9-12
EDL – Anthropology II	9-12
EDL – Archaeology	9-12
EDL – Art in World Cultures	9-12
EDL – Astronomy	9-12
EDL – Biotechnology	9-12
EDL – Creative Writing	9-12
EDL – Digital Photography I	9-12
EDL – Digital Photography II	9-12
EDL – Fashion and Interior Design	9-12
EDL – Forensic Science I	9-12
EDL – Forensic Science II	9-12
EDL – Gothic Literature	9-12
EDL – Great Minds in Science	9-12
EDL – Health I Science	9-12
EDL – Health I: Life Management Skills	9-12
EDL – Health Science II	9-12
EDL – History of Holocaust	9-12
EDL – Hospitality and Tourism	9-12
EDL – Human Geography	9-12
EDL – International Business	9-12
EDL – Introduction to Culinary Arts	9-12



EDL – Introduction to Manufacturing	9-12
EDL – Introduction to Social Media	9-12
EDL – Law and Order	9-12
EDL – Music Appreciation	9-12
EDL – Mythology and Folklore	9-12
EDL - Nutrition and Wellness	9-12
EDL – Peer Counseling	9-12
EDL – Personal and Family Finance	9-12
EDL – Personal Psychology I	9-12
EDL – Personal Psychology II	9-12
EDL – Philosophy	9-12
EDL – Principles of Agriculture, Food & Natural Resources	9-12
DL – Principles of Public Service -	9-12
EDL – Public Speaking	9-12
EDL – Real World Parenting	9-12
EDL – Restaurant Management	9-12
EDL – Social Problems I	9-12
EDL – Social Problems II	9-12
EDL – Sports and Entertainment Marketing	9-12
EDL – Veterinary Services	9-12
EDL – World Religions	9-12
EDL: Careers in Criminal Service	9-12
EDL: Cosmetology	9-12
EDL: Early Childhood Education	9-12
EDL: Entrepreneurship	9-12
EDL: Introduction to Agriscience	9-12
English 1 for Credit Recovery	9-12
English 2 for Credit Recovery	9-12
English 3 for Credit Recovery	9-12



English 4 for Credit Recovery	9-12
English I/ honors	9-12
English II/ honors	9-12
English III/honors	9-12
English IV with College Prep	9-12
English IV/honors	9-12
Fitness Lifestyle Design	9-12
Forensic Science	9-10
Foundations of Programming	10-11
Foundations of Web Design	11-12
French I	9-12
French II	9-12
Geometry for Credit Recovery	9-12
Geometry/honors	9-12
Global Studies	9-12
Guitar I	9-12
HOPE	9-12
Integrated Mathematics I/honors	9-12
Integrated Mathematics II/honors	9-12
Integrated Mathematics III/honors	9-12
Intensive Reading: A Universe of Reading	9-12
Intensive Reading: Fields of Reading	9-12
Journalism	9-12
Latin I	9-12
Latin II	9-12
Latin III Honors	9-12
Law Studies	9-12
Leadership Skills Development	9-12
Liberal Arts Math	9-12



Liberal Arts Math 2	9-12
Life Management Skills	9-12
Marine Science	9-12
Music of the World	9-12
Parenting Skills	9-12
Personal and Family Finance	9-12
Personal Fitness	9-12
Physical Science/Honors	9-12
Physics/honors	9-12
Pre-Algebra	9-12
Pre-Calculus Honors	9-12
Psychology I	9-12
Reading for College Success	9-12
Social Media	9-12
Spanish for Spanish Speakers	9-12
Spanish I	9-12
Spanish II	9-12
Spanish III Honors	9-12
Spanish IV	9-12
Theatre, Cinema, and Film Production	9-12
Thinking and Learning Strategies	9-12
United States History for Credit Recovery	9-12
US Government for Credit Recovery	9-12
US Government/Honors	9-12
US History/Honors	9-12
World History for Credit Recovery	9-12
World History/Honors	9-12



Fuel Education Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

Courses	Grade
3D Art I: Modeling*	9-12
3D Art II: Animation*	9-12
A+ Computer Management I	9-12
A+ Computer Management II with A+ Certification Preparation	9-12
Accounting	9-12
Achieving Your Career and College Goals*	9-12
Advanced Earth Science	6-8
Adobe Dreamweaver with Adobe Certification Preparation	9-12
Adobe Illustrator with Adobe Certification Preparation	9-12
Adobe InDesign with Adobe Certification Preparation	9-12
Adobe Photoshop with Adobe Certification Preparation	9-12
Advanced Life Science	6-8
Advanced Physical Science	6-8
Algebra	8
Algebra I (Comprehensive)	9-10
Algebra I (Core)	9-10
Algebra I (Credit Recovery)	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra I (Credit Recovery) (CFTS)	9-12
Algebra I (Honors)	9-12
Algebra II (Comprehensive)	9-12
Algebra II (Core)	9-12
Algebra 2 (Credit Recovery)	9-12



Algebra II (Credit Recovery)	9-12
Algebra II (Credit Recovery)(CFTS)	9-12
Algebra II (Honors)	9-12
American Government (Credit Recovery)*	9-12
American History (Credit Recovery)	9-12
American History A	5
American History B	6
American Literature (Comprehensive)	9-12
American Literature (Core)	9-12
American Literature (Credit Recovery)	9-12
American Literature (Honors)	9-12
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Anthropology*	9-12
AP Art History	9-12
AP Biology	11-12
AP Calculus AB	11-12
AP Calculus BC	11-12
AP Chemistry	11-12
AP English Language and Composition	11-12
AP English Literature and Composition	11-12
AP Environmental Science	11-12
AP French Language & Culture (Middlebury)	11-12
AP Macroeconomics*	11-12
AP Microeconomics*	11-12
AP Psychology*	11-12
AP Spanish Language & Culture (Middlebury)	11-12
AP Statistics	11-12
AP U.S. Government and Politics	11-12



AP U.S. History	11-12
AP World History	11-12
Archaeology*	9-12
Art in World Cultures*	9-12
Art 1	1
Art 2	2
Art 3	3
Art 4	4
Art 6*	6
Art 7*	7
Art 8*	8
Art K	K
Astronomy*	9-12
Audio Engineering*	9-12
Beginning 1 Music	1
Beginning 2 Music	2
Biology (Comprehensive)	9-12
Biology (Core)	9-12
Biology (Credit Recovery)	9-12
Biology (Credit Recovery) (CFTS)	9-12
Biology (Honors)	9-12
Biotechnology*	9-12
British and World Literature (Comprehensive)	9-12
British and World Literature (Core)	9-12
British and World Literature (Credit Recovery)	9-12
British and World Literature (Honors)	9-12
Business and Health Explorations*	9-12
C++ Programming*	11-12
Calculus	9-12



Career Explorations*	6-8
Careers in Criminal Justice*	9-12
Chemistry (Comprehensive)	9-12
Chemistry (Core)	9-12
Chemistry (Credit Recovery)	9-12
Chemistry (Credit Recovery) (CFTS)	9-12
Chemistry (Honors)	9-12
Civics*	9-12
Computer Fundamentals	9-12
Computer Literacy*	9-12
Computer Science*	9-12
Consumer Math	9-12
Contemporary World Issues	9-12
Continuing Algebra	9-12
Cosmetology*	9-12
Creative Writing	11-12
Criminology*	9-12
Developmental Algebra	9-12
Digital Arts I*	9-12
Digital Arts II*	9-12
Digital Photography*	9-12
Early Childhood Education*	9-12
Earth Science	6
Earth Science	6-8
Earth Science (Comprehensive)	9-12
Earth Science (Core)	9-12
Earth Science (Credit Recovery)	9-12
Earth Science (Credit Recovery)(CFTS)	9-12
Earth Science (Honors)	9-12



Economics (Credit Recovery)*	9-12
Economics*	9-12
Elementary French 1 (Exposure)	3-5
Elementary French 2 (Exposure)	3-5
Elementary German 1 (Exposure)	3-5
Elementary German 2 (Exposure)	3-5
Elementary Latin 1 (Exposure)	3-5
Elementary Spanish 1 (Exposure)	3-5
Elementary Spanish 2 (Exposure)	3-5
Engineering Design/CAD*	9-12
English Foundations I (Remediation)	9-12
English Foundations II (Remediation)	9-12
English I (Credit Recovery)	9-12
English II (Credit Recovery)	9-12
English III (Credit Recovery)	9-12
English IV (Credit Recovery)	9-12
English 9 (Credit Recovery)	9-12
English 10 (Credit Recovery)	9-12
Environmental Science*	9-12
Exploring Music	5
Family and Consumer Science*	9-12
Family and Consumer Science*	6-8
Fashion and Interior Design*	9-12
Finding Your Path Series I-IV Orientation	9-12
Fine Art	9-12
Forensic Science*	9-12
French I (FuelEd)	9-12
French I (Middlebury Competency)	9-12
French I (Middlebury Fluency)	9-12



French II (FuelEd)	9-12
French II (Middlebury Competency)	9-12
French II (Middlebury Fluency)	9-12
French III (FuelEd)	9-12
French III (Middlebury Competency)	9-12
French IV (FuelEd)	9-12
Fundamentals of Geometry and Algebra	6
Game Design*	9-12
General Accounting I*	9-12
General Accounting II*	9-12
Geography (Comprehensive)	9-12
Geography (Credit Recovery)	9-12
Geometry (Comprehensive)	9-12
Geometry (Core)	9-12
Geometry (NEW) (Credit Recovery)	9-12
Geometry (Credit Recovery)	9-12
Geometry (Credit Recovery)(CFTS)	9-12
Geometry (Honors)	9-12
German I (FuelEd)	9-12
German I (Middlebury Competency)	9-12
German II (FuelEd)	9-12
German II (Middlebury Competency)	9-12
German III (FuelEd)	9-12
German IV (FuelEd)	9-12
Gothic Literature*	9-12
Grammar & Composition	9-12
Great Minds in Science*	9-12
Green Design and Technology*	9-12
Health (Credit Recovery)*	9-12



Health 6*	6
Health 7*	7
Health 8*	8
Health Sciences I*	9-12
Health Sciences II*	9-12
History 1	1
History 2	2
History 3	3
History 4	4
History K	K
History of Holocaust*	9-12
Hospitality & Tourism	9-12
Image Design and Editing*	9-12
Integrated Math	9-12
Integrated Mathematics I (Comprehensive)	9-12
Integrated Mathematics II (Comprehensive)	9-12
Integrated Mathematics III (Comprehensive)	9-12
Intermediate 1 Music	3
Intermediate 2 Music	4
Intermediate 3 Music	5
Intermediate American Art II	6
Intermediate Art: American A	5
Intermediate Art: American B	6
Intermediate Art: World A	7
Intermediate Art: World B	8
Intermediate English A	6
Intermediate English B	7
Intermediate Mathematics A	6
Intermediate Mathematics B	7



Intermediate Mathematics C	8
Intermediate World Art I	7
Intermediate World Art II	8
Intermediate World History A	7
Intermediate World History B	8
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Introduction to Medical Terminology*	9-12
Introduction to Music	3
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
IT and Manufacturing Explorations*	9-12
Japanese I (FuelEd)	9-12
Japanese II (FuelEd)	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Journalism (MS)*	6-8
Journalism*	9-12
Language Arts 4	4
Language Arts 5	5
Language Arts 6	6
Language Arts 7	7
Language Arts 8	8
Language Arts Blue (K)	K
Language Arts Green (1)	1
Language Arts Orange (2)	2



Language Arts Purple (3)	3
Latin I (FuelEd)	9-12
Latin I (Middlebury Competency)	9-12
Latin II (FuelEd)	9-12
Latin II (Middlebury Competency)	9-12
Legal Studies*	9-12
Life Science	7
Life Science	6-8
Life Skills*	9-12
Literary Analysis and Composition	8
Literary Analysis and Composition I (Comprehensive)	9-12
Literary Analysis and Composition I (Core)	9-12
Literary Analysis and Composition I (Credit Recovery)	9-12
Literary Analysis and Composition I (Honors)	9-12
Literary Analysis and Composition II (Comprehensive)	9-12
Literary Analysis and Composition II (Core)	9-12
Literary Analysis and Composition II (Credit Recovery)	9-12
Literary Analysis and Composition II (Honors)	9-12
Mandarin (Chinese) I (FuelEd)	9-12
Mandarin (Chinese) I (Middlebury Competency)	9-12
Mandarin (Chinese) I (Middlebury Fluency)	9-12
Mandarin (Chinese) II (FuelEd)	9-12
Mandarin (Chinese) II (Middlebury Competency)	9-12
Mandarin (Chinese) II (Middlebury Fluency)	9-12
MARK12 Reading I (Adaptive Remediation)	3-4
MARK12 Reading II (Adaptive Remediation)	3-5
MARK12 Reading III (Adaptive Remediation)	3-5

Math 6 – Fundamentals of Geometry and Algebra	6
Math 7 – Pre-Algebra	6-8
Math 8 – Algebra	6-8
Math Foundations I (Remediation)	9-12
Math Foundations II (Remediation)	9-12
Math Plus Blue (K)	K
Math Plus Green (1)	1
Math Plus Orange (2)	2
Math Plus Purple (3)	3
Math Plus Red (4)	4
Math Plus Yellow (5)	5
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12
Middle School American History since 1865	6
Middle School Chinese 1 (Competency)	6-8
Middle School Chinese 2 (Competency)	6-8
Middle School French 1 (Competency)	6-8
Middle School French 2 (Competency)	6-8
Middle School German 1 (Competency)	6-8
Middle School German 2 (Competency)	6-8
Middle School Latin 1 (Competency)	6-8
Middle School Latin 2 (Competency)	6-8
Middle School Spanish 1 (Competency)	6-8



Middle School Spanish 2 (Competency)	6-8
Middle School World History I	7
Middle School World History II	8
Modern U.S. History (Comprehensive)	9-12
Modern U.S. History (Core)	9-12
Modern U.S. History (Credit Recovery)	9-12
Modern U.S. History (Honors)	9-12
Modern World Studies (Comprehensive)	9-12
Modern World Studies (Core)	9-12
Modern World Studies (Credit Recovery)	9-12
Modern World Studies (Honors)	9-12
Music 6*	6
Music 7*	7
Music 8*	8
Music Appreciation	9-12
Music Appreciation	8
Music Concepts A	6
Music Concepts B	7
Mythology & Folklore*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with ExamPrep*	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness*	9-12
Peer Counseling*	9-12
Personal Finance*	9-12
Philosophy*	9-12
Photography (MS)*	6-8



Physical Education	9-12
Physical Education (Credit Recovery)*	9-12
Physical Education 6*	6
Physical Education 7*	7
Physical Education 8*	8
Physical Science	8
Physical Science	8
Physical Science (Core)	9-12
Physical Science (Credit Recovery)	9-12
Physical Science (Credit Recovery)(CFTS)	9-12
Physics (Comprehensive)	9-12
Physics (Honors)	9-12
Practical Math (Core)	9-12
Pre-Algebra	7
Pre-Algebra (Comprehensive)	9-10
Pre-Algebra (Core)	9-10
Pre-Algebra (Credit Recovery)	9-12
Pre-Calculus/Trigonometry (Comprehensive)	9-12
Preparatory Music	K
Probability and Statistics (Comprehensive)*	11-12
Programming II – Java*	9-12
Programming I – VB.NET*	9-12
Programming Logic and Design*	9-12
Psychology*	9-12
Public Speaking*	9-12
Reaching Your Academic Potential*	9-12
Real World Parenting*	9-12
Science 1	1
Science 2	2



Science 3	3
Science 4	4
Science 5	5
Science K	K
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12
Service Learning*	9-12
Skills for Health*	9-12
Social Problems I*	9-12
Social Problems II*	9-12
Social Studies 6	6
Social Studies 7	7
Social Studies 8	8
Sociology I*	9-12
Sociology II*	9-12
Spanish I (Credit Recovery)	9-12
Spanish I (FuelEd)	9-12
Spanish I (Middlebury Competency)	9-12
Spanish I (Middlebury Fluency)	9-12
Spanish II (FuelEd)	9-12
Spanish II (Middlebury Competency)	9-12
Spanish II (Middlebury Fluency)	9-12
Spanish III (FuelEd)	9-12
Spanish III (Middlebury Competency)	9-12
Spanish IV (FuelEd)	9-12
Sports & Entertainment Marketing*	9-12
Strategies for Success: Grade 2-5	2-5
U.S. and Global Economics (Comprehensive)*	9-12
U.S. and Global Economics (Core)*	9-12



U.S. Government and Politics (Comprehensive)*	11-12
U.S. Government and Politics (Core)*	11-12
U.S. Government and Politics (Credit Recovery)*	9-12
U.S. History (Comprehensive)	9-12
U.S. History (Core)	9-12
U.S. History (Credit Recovery)	9-12
U.S. History (Honors)	9-12
Veterinary Sciences*	9-12
Web Design*	9-12
Welcome to Online Learning 3-5 Orientation	9-12
Welcome to Online Learning 6-8 Orientation	3-5
Welcome to Online Learning K-2 Orientation	6-8
World History (Comprehensive)	K-2
World History (Core)	9-12
World History (Credit Recovery)	9-12
World History (Honors)	9-12
World Language Survey*	9-12
World Religions*	9-12



Fuel Education CTE Global Course List

Approval Valid Until 7/15/2019

**Denotes One Semester Courses, all others are 1 year (2 semester) courses.*

General Courses	Grade
Art in World Cultures*	9-12
Astronomy*	9-12
Biotechnology*	9-12
Careers in Criminal Justice*	9-12
Cosmetology*	9-12
Criminology*	9-12
Early Childhood Education*	9-12
Fashion and Interior Design*	9-12
Great Minds in Science*	9-12
Gothic Literature*	9-12
Health Science I*	9-12
History of Holocaust*	9-12
Hospitality & Tourism*	9-12
International Business*	9-12
Introduction to Agriscience*	9-12
Introduction to Culinary Arts*	9-12
Legal Studies*	9-12
Mythology & Folklore*	9-12
Peer Counseling*	9-12
Philosophy*	9-12
Real World Parenting*	9-12
Social Problems I*	9-12
Social Problems II*	9-12



General Courses	Grade
Sports & Entertainment Marketing*	9-12
Veterinary Sciences*	9-12
World Religions*	9-12

Business & Management Courses	Grade
General Accounting I*	9-12
General Accounting II*	9-12
Introduction to Entrepreneurship I*	9-12
Introduction to Entrepreneurship II*	9-12
Introduction to Marketing I*	9-12
Introduction to Marketing II*	9-12
Microsoft Access 2013 with Certification Preparation*	9-12
Microsoft Excel 2013 with Certification Preparation*	9-12
Microsoft PowerPoint 2013 with Certification Preparation*	9-12
Microsoft Word 2013 with Certification Preparation*	9-12

Health Science Courses	Grade
Anatomy and Physiology I*	9-12
Anatomy and Physiology II*	9-12
Business and Health Explorations*	9-12
Health Sciences II*	9-12
Introduction to Medical Terminology*	9-12

Manufacturing Courses	Grade
IT and Manufacturing Explorations*	9-12

Information Technology Courses	Grade
Digital Arts I*	9-12
Digital Arts II*	9-12
IT and Manufacturing Explorations*	9-12
Java Programming I*	9-12
Java Programming II*	9-12
Programming Logic and Design*	9-12
Network+ Guide to Networks I with Exam Prep*	9-12
Network+ Guide to Networks II with Exam Prep*	9-12
Security+ I with Exam Prep*	9-12
Security+ II with Exam Prep*	9-12

K12 Course List

Approval Valid Until 6/10/2019

K-8 Courses	Grade
Algebra 1	8-10
Algebra I NV Math Lab	8
Beginning Art	K-1
Beginning Mathematics A	K
Beginning Mathematics B	1-2
Beginning Mathematics C	2-3
Beginning Music 1	1
Beginning Music 2	2
Beginning Science A	K-1
Beginning Science B	1-2
Beginning Science C	2-3
Earth Science	6-7
Foundations of Lang. Skills and Lit. A	3-4
Foundations of Lang. Skills and Lit. B	4-5
Foundations of Lang. Skills and Lit. C	5-6
Foundations of Mathematics A	5-6
Foundations of Mathematics B	4-5
Foundations of Mathematics C	5-6
Foundations of Science A	5-6
Foundations of Science B	4-5
Foundations of Science C	5-6
French Elementary 1	5-6
French Elementary 2	5-6
French Middle School 1	7-8
French Middle School 2	7-8
Fundamental of Geometry and Algebra (math6) Math Lab	6



Fundamentals of Geometry and Algebra	6
German Elementary School 1	5-6
German Elementary School 2	5-6
German Middle School 1	7-8
German Middle School 2	7-8
Grade 1 Language Arts	1
Grade 2 Language Arts (Orange)	2
Grade 3 Language Arts	3
Intermediate American History A	6-7
Intermediate American History B	7-8
Intermediate Art: American A	5-7
Intermediate Art: American B	6-8
Intermediate Art: World A	6-8
Intermediate Art: World B	6-8
Intermediate Lang, Skills and Lit. A	6-7
Intermediate Lang, Skills and Lit. B	7-8
Intermediate Music 1	3+
Intermediate Music 2	4-5
Intermediate Music 3	5-6
Intermediate World History	6-7
Introduction to Music	3+
Kindergarten Language Arts (Blue)	K
LA Blue-Handwriting	K
LA Blue-Language Skills	K
LA Blue-Literature & Composition	K
LA Blue-Phonics	K
LA Green-Phonics Works Adv.& Spelling	1
LA Orange Literature & Composition	2
LA Orange-Handwriting	2
LA Orange-Vocabulary	2



LA Orange-Writing Skills	2
Latin Elementary Year 1	4-6
Life Science	7-8
Literary Analysis and Composition	8+
Mark 12 Stage 1	3-5
Mark 12 Stage 2	3-5
Mark 12 Stage 3	3-5
Math 6	6
Math 7	7
Math 8	8
Math Plus Red NV Math Lab	4
Math Plus Yellow NV Math Lab	5
Math+ Blue	K
Math+ Green	1
Math+ Orange	3
Math+ Purple	4
Math+ Red	2
Math+ Yellow	5
Middle School Career Explorations	6-8
Music Appreciation	8+
Music Concepts A	6-7
Music Concepts B	7- 8
Physical Science	8+
Pre-Algebra NV	6-8
Pre-Algebra NV Math Lab	7
Preparatory Music	K
Social Studies/Beginning History	K
Social Studies/The Story of History A	1
Social Studies/The Story of History B	2
Social Studies/The Story of History C	3



Social Studies/The Story of History D	4
Social Studies/The Story of History E	5
Spanish Elementary 1	5-6
Spanish Elementary 2	5-6
Spanish Middle School 1	7-8
Spanish Middle School 2	7-8
Spotlight On Music, Grade 1	1
Spotlight On Music, Grade 2	2
Spotlight On Music, Grade 3	3
Spotlight On Music, Grade 4	4
Spotlight On Music, Grade 5	5
Spotlight On Music, Grade 6	6
Spotlight On Music, Grade 7	7
Spotlight On Music, Grade 8	8
Spotlight On Music, Grade K	K
Story of Art A	1-2
Story of Art B	2-3
Story of Art C	3-4
Story of Art D	4-5

9-12 Courses	Grade
3D Art 1: Modeling	9-12
Accounting	9-12
Achieving Your Career and College Goals	9-12
Advertising and Sales	9-12
Algebra 1 (Credit Recovery)	9-12
Algebra 1 (Honors)	9-12
Algebra 1 NV	9
Algebra 2 (Credit Recovery)	9-12
Algebra 2 (Honors)	9-12
Algebra 2 NV	11
Algebra I	9-10
Algebra I	9-10
Algebra II	9-11
Algebra II	9-11
Anatomy and Physiology 1	9-12
Anatomy and Physiology 2	9-12
Anthropology	10-12
AP Art History	9-12
AP Biology	9-12
AP Calculus AB	9-12
AP Calculus BC	9-12
AP Chemistry	9-12
AP Computer Science A	9-12
AP English Language and Composition	9-12
AP English Literature and Composition	9-12
AP Environmental Science	9-12
AP Macroeconomics	9-12
AP Physics B	9-12



AP Psychology	9-12
AP Spanish Language	9-12
AP Statistics	9-12
AP U.S. Government and Politics	9-12
AP U.S. History	9-12
AP World History	9-12
Astronomy	9-12
Audio Engineering	11-12
Biology	10
Biology	10
Business and Healthcare Explorations	9-12
C ++ Programming	11-12
Calculus	11-12
Career 101	9-12
Career 201	9-12
Career 301	9-12
Career 401	9-12
Careers in Criminal Justice	9-12
Chemistry	11
Chemistry	11
Chinese 1	9
Chinese 2	9-10
Computer Aided Design	9-12
Computer Literacy I	9-12
Computer Science	9-12
Consumer Math	9-12
Creative Writing	11-12
Digital Arts I	9-12
Digital Arts II	9-12



Digital Photography	9-12
Driver Safety	9-12
Earth Science	9
Earth Science	9
Engineering Design 1/CAD	9-12
English 1	9
English 1	9
English 10	10
English 10 (Credit Recovery)	9-12
English 10 (Honors)	9-12
English 2	10
English 2	10
English 3	11
English 3	11
English 4	12
English 4	12
English 9	9
English 9 (Credit Recovery)	9-12
English 9 (Honors)	9-12
English Foundations I	9-12
English Foundations II	9-12
Environmental Science	9-12
Family and Consumer Science	9-12
Forensic Science	9-12
General Accounting 1	9-12
General Accounting 2	9-12
Geography and World Cultures	10
Geography and World Cultures	10
Geometry	9-12

Geometry (Credit Recovery)	9-12
Geometry (Honors)	9-12
Geometry NV	10
Gothic Literature	9-12
Gothic Literature	9-12
Health Sciences II	9-12
Honors Algebra I	9-12
Honors Algebra II	9-12
Honors Biology	9-12
Honors Chemistry	11
Honors Earth Science	9-12
Honors English 1	9-12
Honors English 2	9-12
Honors English 3	9-12
Honors English 4	9-12
Honors Geometry	9-12
Honors Government	9-12
Honors Physics	9-12
Honors U.S. History	9-12
Honors World History	9-12
Hospitality and Tourism	9-12
Introduction to Agriscience	9-12
Introduction to Entrepreneurship I	10-12
Introduction to Entrepreneurship II	10-12
Introduction to Health Sciences	9-12
Introduction to Marketing I	9-12
Introduction to Marketing I	9-12
Introduction to Marketing II	10-12
Introduction to Marketing II	10-12



Introduction to Medical Terminology	9-12
IT and Manufacturing Explorations	9-12
Journalism	9-12
Latin 1	9
Latin 2	9-10
Life Science Oceanography	9-12
Life Skills	9-12
Math Foundations I	9-12
Math Foundations II	9-12
Medical Assistant 1	9-12
Medical Assistant 2	9-12
Medical Assistant 3 with Certified Medical Assistant Certification Preparation	9-12
Modern World Studies	10
Music Appreciation	9-12
Nursing Assistant 1	9-12
Nursing Assistant 2	9-12
Nursing Assistant 3 with Certified Nursing Assistant Certification Preparation	9-12
Nutrition and Wellness	9-12
Personal Finance	9-12
Physical Education	9-12
Physical Science	9
Physics	9-12
Practical Math	9-12
Pre-Algebra	9-10
Pre-Algebra	9-10
Pre-Calculus/Trigonometry	9-12
Principles of Public Service: To Serve and Protect	9-12
Probability and Statistics	11-12

Psychology	9-12
Public Speaking	10-12
Reaching Your Academic Potential	9-12
Service Learning	9-12
Skills for Health	9-12
Sociology	11-12
Spanish 1	9
Spanish 2	9-10
Spanish 3	10-11
Sports and Entertainment Marketing	9-12
Study Skills & Learning Strategies	9-12
U.S. and Global Economics	12
U.S. and Global Economics	12
U.S. Government and Politics	11-12
U.S. Government and Politics	11-12
U.S. History	11
U.S. History	11
US Government	9-12
US Government	9-12
Web Design	9-12
Work Study	9-12
World History	9
World History	9-10

Strong Mind Course List

Approval Valid Until
6/19/2020

Courses	Grade
Algebra 1	9th
Algebra 2	11th
American History	11th
Biology	10th
Chemistry	11th
Civics and Government	12th
Economics	12th
English 10	10th
English 11	11th
English 12	12th
English 9	9th
Geometry	10th
Physical Science	9th
World History	10th

Section 2. Describe the process that will be used to enroll students in the distance education program.

The process for enrolling the students in the program (whether the students are taking courses for acceleration, credit recovery or because the desired course is not offered at their school site) is as follows:

1. Students in need of an acceleration course, a credit recovery course or a course not available at their home school will be advised of the availability of the course through the distance education program at the school.
2. Students will be directed to the counselor who will evaluate the student's academic record and make course recommendations to student and parents and will verify that the course is appropriate before proceeding.
3. No home-schooled students will be accepted into the program.
4. Enter into a written agreement with the pupil and the pupil's parent or legal guardian outlining the objectives of the course, the timeline for completion of the course and the method by which the progress of the pupil will be assessed.
5. The consent form needs to be signed and received at the home school. The student will create an account in the Student Information System and request the desired course.
6. The school counselor will review the student's academic information, verify that the student selected the appropriate course and then electronically approve (confirm) the student for enrollment.
7. The distance education program staff will then enroll the student in the virtual course.
8. Upon enrollment, the student will be directed to the Student Orientation course if it is the first time the student takes a virtual course with the program. The Orientation is available to all students upon logging into the software program.
9. Upon completion of the course, the school will generate a transcript reflecting the student name, course taken and final grade.
10. The distance education course grade will be entered for each student on Infinite Campus and the school registrar will designate the courses as a distance education course on the transcript by adding a unique code (the course may be DE or 01 at the end of the course code or name).

For students who are regularly enrolled in the school district or charter school, describe the process the school district or charter school will follow regarding the selection and enrollment of students in the program of distance education.

Students will be selected based on their academic needs. Students in need of a credit recovery course, acceleration courses or a course not regularly offered at the school will be able to take the course through the distance learning program on a part time basis. The students will remain full-time students at their home school.

If the distance education program will allow the enrollment of students, full or part-time, from other school districts or charter schools within Nevada, describe the process to be followed regarding how the required written permission and agreement from the other school district or charter school will be obtained for each student. In addition, please

describe the contents of the agreement including any reimbursement made between school districts or charter schools.

According to NRS 388.858, a pupil enrolled in charter school: permission of charter school not required for part-time enrollment; written agreement between charter school and provider of distance education program required when pupil is enrolled in program part-time; A pupil who is enrolled in a charter school may enroll part-time in a program of distance education that is provided by a school district or another charter school and is not required to obtain the approval of the governing body of the charter school in which the pupil is enrolled.

Section 3: Provide an explanation of how the school district or charter school will document each pupil's attendance and participation in courses offered through the distance education program.

In accordance with NRS 388.866: The board of trustees of a school district or the governing body of a charter school that provides a program of distance education shall ensure that for each course offered through the program, a teacher meets or otherwise communicates with the pupil at least once each week during the course to discuss the pupil's progress; Students enrolled in distance learning courses are required to interact with their teacher one time per week. All weekly communications between teachers and students are logged into the student information system (Bocavox/MAESTRO) and stored for seven years. The data will be available 24 hours a day and 365 per year. The attendance reports reflect real-time data and are generated by designated school staff every Monday, or more frequently, to comply with the weekly communication requirement for attendance. Since students will be taking distance education courses on a part time basis, they will be regularly attending a brick and mortar school, so attendance will also be taken in each students' homeroom class. Student attendance and participation in courses is also tracked in the learning management system (Agilix/ Buzz) each time a student logs into their course. Time is tracked by minutes and seconds. (See image below for sample.)

Wednesday, July 22, 2015	Start Time	Duration
2.04 Writing Assignment: Prove It	11:57 AM	0:04
Tuesday, July 21, 2015	Start Time	Duration
2.04 Writing Assignment: Prove It	11:40 PM	0:03
2.04 Logical Fallacies Mini Quiz	12:30 PM	9:09
2.04 Writing Assignment: Prove It	12:30 PM	0:03
2.04 Writing Assignment: Prove It	12:27 PM	0:04
2.04 Writing Assignment: Prove It	12:27 PM	0:04
5.00 The Universal Flow of Ideas	12:26 PM	0:12
Sunday, July 19, 2015	Start Time	Duration
5.00 The Universal Flow of Ideas	12:18 PM	0:03
3.04 Writing Assignment: Short and Sweet	12:18 PM	0:03
2.00 Contemplation and Argumentation	12:18 PM	0:18
Friday, July 17, 2015	Start Time	Duration
1.04 The Crucible Act 3 Mini Quiz	10:42 AM	3:34
1.07 Literary Timeline Mini Quiz	10:35 AM	4:01
1.07 Discussion: Making History with Music	10:33 AM	1:37
2.02 Writing Assignment: Stake Your Claim	9:10 AM	2:15
2.04 Law and Disorder	8:10 AM	0:09
2.04 Law and Disorder	6:50 AM	0:04
2.02 The Exit Defense	5:25 AM	10:01
2.02 The Exit Defense	5:10 AM	15:00
2.02 Writing Assignment: Stake Your Claim	4:21 AM	30:03
2.02 Writing Assignment: Stake Your Claim	4:21 AM	0:33
2.02 Writing Assignment: Stake Your Claim	4:03 AM	5:07
2.02 Writing Assignment: Stake Your Claim	4:03 AM	0:11
Thursday, July 16, 2015	Start Time	Duration
2.03 That's Biogical	9:27 AM	38:50
2.02 Writing Assignment: Stake Your Claim	8:47 AM	0:22
2.02 Writing Assignment: Stake Your Claim	8:43 AM	5:47
2.02 Argumentation and Evidence Mini Quiz	8:10 AM	5:17
1.05 In the Beginning Mini Exam	6:18 AM	25:43
2.03 Remediation and Transcendentalism Mini Quiz	5:55 AM	7:50
2.03 That's Biogical	5:53 AM	0:21



The details of each communication can be viewed by clicking on the subject on the communication. Below is an export of the communication log.

Teachers Communication

Issued: **01/09/2018**

Goble, Florangel				
Phone: 71				
ByUserFullName	Date	Type Name	To	Subject
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/14/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/18/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call - checking in
Goble, Florangel	11/29/2017	Phone		Progress Call - checking in
Goble, Florangel	11/13/2017	Phone		Progress Call - checking in
Goble, Florangel	11/14/2017	Phone		Progress Call - checking in
Goble, Florangel	11/16/2017	Phone		Progress Call - checking in
Goble, Florangel	11/28/2017	Phone		Progress Call
Goble, Florangel	11/28/2017	Phone		Progress Call
Goble, Florangel	11/15/2017	Phone		Welcome call!
Goble, Florangel	11/14/2017	Phone		Progress Call
Goble, Florangel	11/28/2017	Phone		Progress Call to Parent
Goble, Florangel	11/01/2017	Phone		Progress Call

Both the attendance log and the communication log are available 24 hours per day and 365 days per year. (for all students) along with progress reports, which include updated academic information on student progress. Reports can be accessed at any time by fully trained designated school personnel. The attendance record for the distance learning course is in addition to the record of attendance maintained by the school in which the student attends classes full time (in instances where the student is enrolled in the distance learning program on a part-time basis).

Provide a brief description of the process the school district or charter school will follow to ensure an accurate accounting of the student's attendance and participation in the distance education program. Please note that regulations require that the teacher assigned to each course must meet or otherwise communicate with each student at least once each week for the pupil to be considered enrolled in the program of distance education. The student shall be considered in full attendance for each week the teacher meets or communicates with the student. The attendance of the student must be recorded weekly as part of the master register of enrollment and attendance.

The teacher and the student will have a two-way conversation one time per week. All correspondence will be logged into the student information system, in order to track the required interaction. In addition to the documenting of weekly two-way interactions between teachers and students, staff can generate a time logging report in order to ensure that the students are logging into their virtual courses and submitting coursework in accordance to deadlines in the course pacing guide. The attendance record will be printed out on a monthly basis and will be signed by the teacher of record. Screen captures of communication log, communication log details accessed by clicking on the subject field and time logging report are reflected below.


Teacher Communication Log


Teachers Communication

Issued: **01/09/2018**

Goble, Florangel				
Phone: 71				
ByUserFullName	Date	Type Name	To	Subject
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		progress Call/Check-in
Goble, Florangel	11/28/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/14/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/29/2017	Phone		Progress Call/Check-in
Goble, Florangel	11/18/2017	Phone		Progress Call/Check-in


Teacher Communication Log – Subject of Conversation Details (via phone and web chat)


Weekly Two Way Conversation via phone 



Weekly Two Way Conversation via phone
 From: Arauz, Jessica 1/25/2018 1:19 PM
 To: []
 CC:

Pre-Algebra – Assisted student in the process of solving linear functions.

Weekly Two Way Conversation via web chat 



Weekly Two Way Conversation via web chat
 From: Arauz, Jessica 1/25/2018 1:03 PM
 To: []
 CC:

Language Arts – Student needed assistance with writing introductory paragraph and conclusion on narrative essay.

Time Logging Screen Capture

Wednesday, July 22, 2015		Start Time	Duration
2:04 Writing Assignment: Prove It! Contemplation and Argumentation		11:57 AM	0:04
Thursday, July 23, 2015		Start Time	Duration
2:04 Writing Assignment: Prove It! Contemplation and Argumentation		12:40 PM	0:03
2:04 Logical Fallacies Mini Quiz Contemplation and Argumentation		12:50 PM	0:09
2:04 Writing Assignment: Prove It! Contemplation and Argumentation		12:50 PM	0:02
2:04 Writing Assignment: Prove It! Contemplation and Argumentation		12:47 PM	0:04
2:04 Writing Assignment: Prove It! Contemplation and Argumentation		12:27 PM	0:04
5:00 The Universal Flow of Ideas: The Universal Flow of Ideas		12:26 PM	0:12
Friday, July 24, 2015		Start Time	Duration
5:00 The Universal Flow of Ideas: The Universal Flow of Ideas		12:18 PM	0:08
2:04 Writing Assignment: Short and Sweet Story, Memory, Voice		12:18 PM	0:02
2:00 Contemplation and Argumentation Contemplation and Argumentation		12:18 PM	0:18
Saturday, July 25, 2015		Start Time	Duration
1:04 The Crucible Act 3 Mini Quiz In the Beginning		10:42 AM	7:14
1:02 Literary Timeline Mini Quiz In the Beginning		10:35 AM	4:01
1:02 Discussion: Making History with Music In the Beginning		10:33 AM	1:37
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		9:10 AM	2:15
2:04 Law and Disorder Contemplation and Argumentation		9:10 AM	0:09
2:04 Law and Disorder Contemplation and Argumentation		9:10 AM	0:04
2:04 Law and Disorder Contemplation and Argumentation		9:10 AM	0:04
2:02 The Best Defense Contemplation and Argumentation		5:55 AM	30:01
2:02 The Best Defense Contemplation and Argumentation		5:10 AM	15:00
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		4:21 AM	30:08
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		4:21 AM	0:23
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		4:03 AM	5:07
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		4:03 AM	5:11
Thursday, July 26, 2015		Start Time	Duration
2:03 This is Theological Quiz Contemplation and Argumentation		9:27 AM	38:50
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		8:47 AM	0:22
2:02 Writing Assignment: Stake Your Claim Contemplation and Argumentation		8:43 AM	5:47
2:02 Argumentation and Evidence Mini Quiz Contemplation and Argumentation		6:16 AM	4:17
1:05 In the Beginning Mini Quiz In the Beginning		6:16 AM	25:42
2:01 Romanticism and Transcendentalism Mini Quiz Contemplation and Argumentation		5:55 AM	7:50
2:03 This is Theological Contemplation and Argumentation		5:53 AM	0:21

Both the attendance log and the communication log are available 24 hours per day and 365 days per year.

For each student who is enrolled full time in a program of distance education, the school district that provides the program must designate one public school within that school district to which the student will be affiliated. The student must be reported weekly as enrolled and in attendance in the school designated by the school district.

The proposed program will be a part time program. Therefore, the student will be affiliated to the school they attend on a full-time basis.

For each student who is enrolled part time in a program of distance education for which an agreement has been constructed between school districts or charter schools, the student must be reported weekly as enrolled and in attendance in the class. The record of part time attendance must be maintained separately from the record of attendance maintained by the school in which the pupil attends classes full time.

As previously stated, the proposed program will be a part-time distance education program. Attendance at the full-time school is recorded on the SIS (Infinite Campus). The reporting of attendance for the part time school will be done separately.

Section 4. Describe the plan that will be followed for assessing the achievement of students enrolled in the distance education program. Provide a description of the plan (process) the school district or charter school will follow regarding the assessment of students in the required State achievement and proficiency examinations and other assessments required of all students by the school district or charter school for all applicable grades. Provide a description of how required course assessments will be administered to include proctor qualifications.

The Virtual program uses varied formative assessments to provide to teachers and students, modify curriculum and monitor student progress. Assessments are varied and valid. They can be in the form of self-checks, practice lessons, auto-graded (including multiple choice and short answer), writing assignments (from the paragraph to creative writing to the research paper), peer

review, project or problem based, oral assessments with the instructor, and synchronous and asynchronous collaboration amongst students. Sixty percent (60%) of program assessments reach higher level blooms questioning. These include, but are not limited to, the following:

Affiliation and Collaboration: Courses are designed to engage students with one another, with their instructors, with their families and with their community. These assessments may be completed in a variety of ways including the use of a discussion area, over the phone, or in live web conferencing sessions. The following are standard in the courses:

- ☐ One graded collaboration assessment per segment/ semester
- ☐ Discussion Based Assessments with the instructor (oral assessments) that fall roughly every four weeks
- ☐ One student-to-student, student-to-parent, or student-to-community activity per segment/ semester
- ☐ One non-computer related activity per segment/ semester - These are designed to get students away from their computers, and engaged in their learning in a different fashion. They address real world learning and provide students opportunities for success within their individual strengths.

Discussion Based Assessments: All courses include an oral assessment with the instructor, which fall about every four weeks. We include these for two main reasons: (1) as a measure of academic integrity; and (2) they provide yet another opportunity for teachers to speak verbally with students to ascertain understanding of the content as well as build rapport. Oral assessments are particularly valuable for students whose strengths lie in verbal, rather than written, communication.

Test Banks: Auto-graded assessments pull questions from test banks so that no two students receive identical questions on assessments. This is yet another academic integrity measure that has been proven successful. This feature also allows teachers to give students additional chances on assessments without worrying students will get exactly the same test.

Rubrics: Rubrics are provided for both teachers and students in the course – it is important that students know exactly what is expected of them.

The Learning Management System (LMS) collects student data and sends it to the SIS in protocol that is updated daily. The two systems work together to track the progress and pace of each student. If a student is falling behind, the system will trigger auto-generated alerts to the teacher. Thus, teachers have the performance data needed to know when appropriate interventions and assistance are necessary. Administrators also receive auto-generated summary reports and parents may access daily progress reports.

Pre/post module tests, quizzes, essays, and diagnostic and discussion-based assessments are used to gauge understanding. Diagnostic assessments in mathematics and reading provide baseline data and feedback for students of particular skills and/or level. Additional assessments are also used as screening and progress tools to differentiate instruction. Real-time reports are provided

on all assessments to help teachers modify pacing and delivery of instruction and interventions to ensure student mastery.

In addition, teachers will contact students one time per week as mandated by NDE program requirements to support students, gauge academic progress and ensure successful course completion.

Required course assessments will be set to provide a specific testing window as well as an allotted amount of time within which the students can take the assessments. In addition, in order to ensure academic integrity, the students are to submit all short, long responses and essays through PlagScan (plagiarism scan software).

Students will take any required course and State assessments at their home school site. Proctor qualifications will be as set forth by the Nevada Department of Education.

Section 5. Describe how the school district or charter school will document successful course completion and the awarding of course credit to students.

The description must include how the school district or charter school will document the completion of the distance education courses by individual students, how the records will be stored and maintained as well as how the school district or charter school will issue individual grades to students who complete distance education courses.

In all courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. In order to pass an annual course in grades 6-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used. In addition, all students must pass the final exam in their course with at least a 70%. For senior high school students, the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F, with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 - 100	Outstanding progress	4
B	80 - 89	Good progress	3
C	70 - 79	Average progress	2
D	60 - 69	Lowest acceptable progress	1
F	0 - 59	Failure	0
I	0	Incomplete	0

Once the student is 100% complete with the digital course and has a passing grade, the distance learning program registrar will issue a transcript to the student's home school indicating the course and final grade. In addition, the designee at the student's school will be able to generate transcripts by logging into the SIS once the grade in the course is finalized. All student records in the LMS and SIS are stored in secure servers for a period of seven years. School staff will enter the student grade into the student information system, keep an electronic copy of the transcript and/or print the transcript with the final grade and place it in the student's school folder. The distance education course grade will be entered for each student on Infinite Campus.

Section 6. Describe how the school district or charter school will monitor the progress of students enrolled in the program.

Provide a description of the process to be followed by the school district or charter school regarding the monitoring of progress being made by students enrolled in distance education courses.

Please include any criteria that will be used to trigger the identification of pupils who are having difficulty with course assignments or are otherwise having difficulty in being successful in the course. In addition, describe the technical assistance/support that will be provided to students who are not making adequate progress in their distance education courses. Special Notes

Progress monitoring tools - the virtual environment allows students to track their own daily progress with real-time scoring reports that can be depicted in a variety of ways, including graphs and charts. Using the data-collection capabilities of the program, along with baseline data, teachers can receive reports and identify students not meeting expected levels of achievement to provide appropriate interventions: ongoing assessments to inform pacing and differentiate instruction, remediation through supplementary technology, increasing teacher/student/parent communication, ongoing progress monitoring and academic counseling. After each assessment (either weekly, monthly, interim or quarterly) the system generates a report. Teacher can then disaggregate test data and identify benchmarks with unsatisfactory and satisfactory performance. Teachers will identify students' performance

within those categories and address the different needs through remediation and enrichment activities.

In addition, reports will be generated weekly in order to identify any students having difficulties with the distance education course. Any students who are not progressing adequately or who fall behind pace will be identified and contacted by the academic coach in order to determine what can be done to assist and if the implementation of an academic improvement plan is needed.

Criteria used to trigger identification of pupils who are having difficulty with course assignments or otherwise having difficulty of being successful in the course is as follows:

Behind pace

Failing

Not logging into course

Teacher unable to make contact

Reporting is versatile with teacher and administrator reports available by single or multiple students. An item analysis is available for all work and assessments by student or by class. The program's platform is able to provide performance graphs, enrollment lists and other custom reports as required. Further, administrator reports can provide a diverse array of important data including demographics, teaching and learning effectiveness, ability to roll-up or drill down from a school-wide report to individual students. Administrator reports can track and target groups for learning gains and progress on course recovery. Further, reports can be viewed on-line by students or their parents and automatically sent to their Email to update them of their progress in real time. Each level of user has a secure logon to access available information and data.

Below is a sample report used to monitor students.

Period: 12/01/2017 to 01/11/2018

Organization:						
Artega						
MDCPS ID:						
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
AP English Language and Composition - Semester I - SPC	1001420F117	Hernandez, Gianni	36.26	89.62%	25:47:3	01/11/2018
AP Human Geography - Semester I - SPC	2103400F117	Chayeb, Belinda	47.90	91.01%	17:31:14	01/11/2018
Art History and Criticism I Honors - Semester I - SPC	0100330F117	Alvarez, Claudia	99.65	80.83%	7:50:43	01/11/2018
Pre-Calculus Honors - Semester I - SPC	1202340F117	Fernandez, Tamara	23.47	95.38%	13:11:23	01/11/2018
Theatre, Cinema and Film Production - Semester I - SPC	0400660F117	Escoto, Telyana	79.33	87.50%	11:37:7	01/11/2018
United States History Honors - Semester I - SPC	2100320F117	Gonzalez, Ismael	81.28	87.35%	11:51:10	01/11/2018
Total time					87:48:40	
Bellver						
MDCPS ID:						
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
English III Honors - Semester I - SPC	1001380F117	Hernandez, Gianni	90.86	78.94%	25:13:12	01/11/2018
French I - Semester I - SPC	0701320F117	Quaddani, Nadjet	94.89	91.07%	12:56:4	01/11/2018
Marine Science I - Semester I - SPC	2002600F117	Florit-Valenzano, Patricia	82.09	94.51%	17:3:39	01/11/2018
Pre-Calculus Honors - Semester I - SPC	1202340F117	Fernandez, Tamara	95.97	91.53%	5:49:29	01/11/2018
Theatre, Cinema and Film Production - Semester I - SPC	0400660F117	Escoto, Telyana	98.89	85.00%	29:24:51	01/11/2018
United States History Honors - Semester I - SPC	2100320F117	Gonzalez, Ismael	88.79	97.35%	26:36:28	01/11/2018
Total time					117:3:43	
Calle						
MDCPS ID:						
Section	Course Code	Teacher	Current Grade	% Complete	Time Logged In(H:m:s)	Last Time logged
Art History and Criticism I Honors - Semester I - SPC	0100330F117	Alvarez, Claudia	10.10	90.83%	0:35:6	01/11/2018
Driver Education/Traffic Safety - SPC	1900300F117	Valenzano, Bruce	87.09	78.12%	0:45:6	01/11/2018
English IV - Semester I - SPC	1001400F117	Hernandez, Gianni	32.47	76.92%	6:14:12	01/11/2018
Introduction to Hospitality and Tourism - Semester I - SPC	8850110F117	Escoto, Telyana	98.63	82.14%	4:33:53	01/11/2018
Psychology I - SPC	2107300F117	Chayeb, Belinda	82.71	93.82%	9:7:0	01/11/2018
United States Government - SPC	2106310F117	Gonzalez, Ismael	54.55	93.41%	9:56:52	01/11/2018
Total time					31:12:9	

An academic coach is assigned to each student to track progress in their courses in addition to the virtual instructor. Progress is tracked on a weekly basis. Students who are struggling are assigned to one-on-one tutorial sessions with a tutor that specialized in the subject area. The tutor works closely with the student and teacher and provides feedback on progress during the tutorial sessions.

Struggling Student Reports are generated to ascertain which students may be in critical need of academic intervention. They are color coded and the students reflected in red are contacted first.

Algebra 2 - Semester I - CR: 6 Enrollments									
0-59%	3	50%	60-79%	2	33%	80-100%	1	17%	
Student	Grade	Course	Credit	Grade	TeacherName	School	StartDate	EndDate	
	12	Algebra 2 - Semester I - CR - TX	0.5	10.7	Fernandez, Tamara		10.20.2017	02.09.2018	
	11	Algebra 2 - Semester I - CR - R	0.5	32.9	Fernandez, Tamara		09.20.2017	01.24.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	58.8	Fernandez, Tamara		11.01.2017	03.07.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	67.6	Fernandez, Tamara		10.03.2017	02.08.2018	
	11	Algebra 2 - Semester I - CR - R	0.5	73.9	Fernandez, Tamara		10.30.2017	03.05.2018	
	12	Algebra 2 - Semester I - CR - R	0.5	84.5	Fernandez, Tamara		10.30.2017	03.05.2018	

The program staff monitors student attendance, participation, and performance to ensure that students meet compulsory attendance requirements and are making progress toward successful completion of the course or program as specified in the program's attendance policies. Progress reports are generated and sent via email to students and parents by the 15th of every month. If the 15th of the month falls on a weekend, reports will be sent on the previous Friday.

Users can contact support staff by emailing support@aveteaching.com, or they can login to our support portal. A ticket is opened and tracked to ensure resolution. Staff is available 24/7 to provide assistance to users with technical issues. We currently have 2 help desk specialists

available at all times, one manager, and 10 online tutors. Live sessions can be accessed by clicking the links located on our website.

NOTICE OF PUBLIC MEETING
of the
Board of Directors of
SOMERSET ACADEMY OF LAS VEGAS

Notice is hereby given that the Board of Directors of Somerset Academy of Las Vegas, a public charter school, will conduct a public meeting on January 18, 2018 beginning at 6:00 p.m. at 4650 Losee Road North Las Vegas, Nevada 89081. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Jennifer Elison at (702) 431-6260 or jennifer.elison@academicnv.com two business days in advance so that arrangements may be conveniently made.

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA

January 18, 2018 Meeting of the Board of Directors of Somerset Academy of Las Vegas

(Action may be taken on those items denoted “For Possible Action”)

1. Call to order and roll call (For Possible Action)
2. Public Comment and Discussion (No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)
3. Consent Agenda (For Possible Action)
 - a. Minutes from the December 12, 2017 Telephonic Board Meeting
 - b. Approval of Maximum Grade-Level Enrollment Targets for the 2018/2019 School Year
 - c. Approval to Apply to Provide Distance Education Courses to Middle School and High School Students; Designate Executive Director Barlow as Signer of the Application; and Direct Academica to Make an Amendment to the Charter to Allow Distance Education
 - d. School Financial Performance (Not for Action)
4. Report on Academic Performance and Executive Director Update (Discussion Only)
5. Interview up to three new Board Member Candidates (Discussion Only)
6. Nomination and Election of one new Board Member (For Possible Action)
7. Approval of Attorney Engagement Agreement with Kolesar & Leatham to Engage their Legal Services with Regard to the Bond Issuance to Acquire the Stephanie and Losee Campuses (For Possible Action)
8. Review and Possible Action Regarding a Bond Underwriter Agreement with D.A. Davidson (For Possible Action)
9. Discussion and Possible Approval to Submit a Charter Amendment Request to Purchase the Losee and Stephanie Campuses (For Possible Action)
10. Discussion and Possible Action Regarding the Approval of the Weighted Lottery Policy (For Possible Action)

11. Acknowledgement of Principal Dan Phillip's Resignation (Effective June 30, 2018) and Approval Giving Direction to Executive Director Barlow to Conduct a Search, or Possible Consideration to Move to a K-12 Leadership Structure (For Possible Action)

12. Member Comment (Information/Discussion)

13. Public Comments and Discussion (Discussion)

14. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) 385 W. Centennial Parkway, North Las Vegas, Nevada 89084
- (2) 7038 Sky Pointe Drive, Las Vegas, Nevada 89131
- (3) 50 N. Stephanie St., Henderson, Nevada 89074
- (4) 4650 Losee Road, North Las Vegas, Nevada 89081
- (5) 4491 N. Rainbow Blvd., Las Vegas, Nevada 89108
- (6) North Las Vegas City Hall, 2250 Las Vegas Blvd. North, North Las Vegas, Nevada.
- (7) Henderson City Hall, 240 South Water Street, Henderson, Nevada.
- (8) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada.

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
January 18, 2018

The Board of Directors of Somerset Academy of Nevada held a public meeting on January 18, 2018, at 6:00 p.m. at 4650 Losee Road North Las Vegas, Nevada 89081.

1. Call to order and roll call

Board Chair John Bentham called the meeting to order at 6:06 p.m. with a quorum present. In attendance were Board members Sarah McClellan, Cody Noble, Carrie Boehlecke, Will Harty, Travis Mizer, Gary McClain (at 7:54), and John Bentham.

Also present were Paul Jason from Specialized Financing, Executive Director John Barlow, Principals Reggie Farmer, Sherry Pendleton, Elaine Kelley, and Lee Esplin; Assistant Principal Kate Lackey and Curriculum Director Gayle Jefferson; as well as Academics representatives Trevor Goodsell, Colin Bringham, and Kyle McComber.

2. Public Comments and Discussion

Ms. Ashley Griffith addressed the Board in opposition to the K-12 leadership model.

Ms. Nicole Yoakum addressed the Board and stated that parents were concerned that one campus was planning to require uniformed logo bottoms and asked if this would be addressed tonight. Member Bentham replied that the item was not on the agenda.

3. Consent Agenda

- a. Minutes from the December 12, 2017, Telephonic Board Meeting**
- b. Approval of Maximum Grade-Level Enrollment Targets for the 2018/2019 School Year**
- c. Approval to Apply to Provide Distance Education Courses to Middle School and High School Students; Designate Executive Director Barlow as Signer of the Application; and Direct Academics to Make an Amendment to the Charter to Allow Distance Education**
- d. School Financial Performance**

Member Boehlecke moved to approve items A and D of the consent agenda. Member McClellan seconded the motion, and the Board voted unanimously to approve.

3b. Approval of Maximum Grade-Level Enrollment Targets for the 2018/2019 School Year

Mr. Trevor Goodsell addressed the Board and stated that projections were available in the support materials; however, he wanted to update the Board on the projections for next year at Skye Canyon. Mr. Goodsell stated that the numbers had been run conservatively; adding that the applications were exceeding the initial

expectations. Mr. Goodsell stated that the lottery had been open for two weeks and, as a result, they would like to increase K-5 to 100 per grade and 6th grade to 120, leaving all other grade levels as projected. Member Mizer asked what percentage of students had applied to other campuses as well, to which Mr. Goodsell stated that a fair amount had also applied at Sky Pointe; however, there were limited openings. Discussion ensued in regards to the possible changes for the 7th grade the following school year and if the school would be able to accommodate the changes. Member Bentham stated that he would like to hold a ground breaking ceremony. Assistant Principal Kate Lackey addressed the Board and stated that service had been scheduled and the groundbreaking would take place on February 20, 2018 at 11:00 a.m., and that a formal invitation was being prepared.

Member Noble moved to approve the maximum grade level enrollment targets for the 2018/2019 school year as presented. Member Harty seconded the motion, and the Board voted unanimously to approve.

3c. Approval to Apply to Provide Distance Education Courses to Middle School and High School Students; Designate Executive Director Barlow as Signer of the Application; and Direct Academica to Make an Amendment to the Charter to Allow Distance Education

Mr. Kyle McOmber addressed the Board and stated that the application for Distance Education Courses would allow the schools to offer students State approved courses for credit recovery, as well as courses that would not otherwise be provided; adding that the classes would be available during and outside of regular school hours. Member McClellan asked for clarification in regards to credit recovery, to which Mr. McOmber replied that students would be able to retrieve credit for courses within the school at any point during the year. Member Mizer asked if there would be any cost to the school for providing the courses, to which Mr. McOmber answered in the affirmative, stating that the cost would be worked out with Academica Florida Virtual. Mr. McOmber stated that this item's objective was not to accept the program, just to submit the application to allow the schools to offer it if they choose.

Member Bentham moved to approve the submission of the application to provide Distance Education Courses to middle school and high school students; designate Executive Director Barlow as the signer of the application, and direct Academica to make an amendment to the charter to allow Distance Education. Member Boehlecke seconded the motion, and the Board voted unanimously to approve.

5. Interview up to three new Board Member Candidates

Executive Direction John Barlow addressed the Board and stated that there were three candidates selected out of ten to be presented before the Board for an interview and possible nomination.

Gary McClain: Member Bentham asked Mr. McClain why he was interested in becoming a Board member. Mr. Gary McClain addressed the Board and stated that he would like to give back to Somerset; adding that there were only three things important to him in his life; his family, his job, and Somerset. Member McClellan asked if Mr. McClain had students who attended the schools, and if he had the time to commit to the Board. Mr. McClain answered in the affirmative; adding that he had two children who were attending the Sky Pointe Campus, and that he understood that there were materials to review before the meeting in order to make informed decisions. Member Mizer asked what experience from his current job would be most beneficial to the Board. Mr. McClain stated that he worked for a Home Owners' Association and worked directly with the board, which resulted in his negotiation, cost analysis, and financial performance of facilities skills. Member Noble stated that those were all skills that could be very useful on the Somerset Board. Member Harty asked what Mr. McClain believed the Board's role should be, to which Mr. McClain replied that it was simply oversight, based on the advice and

recommendations from others. Member Boehlecke asked how Mr. McClain handled conflict, to which Mr. McClain replied that because of his community associations he was mindful of his actions; adding that he did not get worked up easily.

Anthony Maisonet: Mr. Anthony Maisonet addressed the Board and reviewed his qualifications as presented on his resume in the support materials. Member Bentham asked if he had attended any previous board meetings, to which Mr. Maisonet replied in the affirmative; adding that his most recent attendance was when the new principal was hired at Sky Pointe. Member Mizer asked him what experience from his career would be most beneficial to the Board. Mr. Maisonet replied that his critical decision making skills and his experience with budgets and project management would be most beneficial to the Board. Member McClellan asked how he would balance being a Board member and a parent, to which Mr. Maisonet responded that he would look at everything with a different perspective, and that his experience had taught him how to make decisions in spite of how it impacts an individual. Member Harty asked what the Board's role was as it related to the administration and the management company. Mr. Maisonet replied that the Board's purpose was to help children understand the vision and mission of the school; adding that most of the decisions that were made were vital macro decisions. Member Noble asked why Mr. Maisonet wanted to be on the Board, to which he replied that he enjoyed a challenge and that he had a vested interest in the lives of his children and their education; adding that he owed everything to his own education.

Sheree Butler: Ms. Sheree Butler addressed the Board and reviewed her qualifications from her resume as presented in the support materials. Member Bentham asked if she had the time needed to dedicate to the Board. Ms. Butler replied in the affirmative, adding that she had thoroughly discussed the responsibility with her spouse, and that she had a great support system and was prepared to devote the time that was required. Member McClellan asked if she had children who attended the school, and how she would balance being a parent and a Board member. Ms. Butler replied that she had a son who attended the school; adding that her experience with law enforcement had taught her to separate her emotions from her decisions when issues and challenges arose. Member Mizer asked what experience from her current position would be most beneficial to the Board, to which Ms. Butler replied that she could suspend judgment and not make decisions based on her emotions, in addition to her critical thinking skills. Member Boehlecke asked how Ms. Butler dealt with conflict, to which Ms. Butler replied that it was important to understand the conflict in its entirety before taking any action; and when taking action she would want to be fair and consistent.

6. Nomination and Election of one new Board Member

The Board stated that they believed all three candidates would serve the Board well; adding that Mr. McClain had proven that he was dedicated and committed by attending nearly every Board meeting.

Member Mizer nominated Mr. McClain as a member of the Somerset Board, and the Board voted unanimously to elect Mr. McClain as the newest member of the Board.

7. Approval of Attorney Engagement Agreement with Kolesar & Leatham to Engage their Legal Services with Regard to the Bond Issuance to Acquire the Stephanie and Losee Campuses

Mr. Colin Bringhurst addressed the Board and stated that outside counsel needed to be retained for the Bond issuance; adding that the bond was outside the scope of the current agreement. Mr. Bringhurst reviewed the contract as presented in the support materials; adding that Kolesar & Leatham had experience with bond issuance and that staff had used their services with two other bond deals. Member Mizer asked the cost of the services, to

which Mr. Bringhurst replied that it was \$400-\$450 per hour; adding that if the bond was not approved no monies would be paid out.

Member Harty moved to approve the Engagement Agreement with Kolesar & Leatham as presented. Member McClellan seconded the motion, and the Board voted unanimously to approve.

8. Review and Possible Action Regarding a Bond Underwriter Agreement with D.A. Davidson

Mr. Trevor Goodsell introduced Mr. Paul Jason as the financial advisor from Special Financing, as well as the underwriter who worked on the previous bond deal. Member Harty asked if the bond deal still made financial sense with increasing interest rates. Mr. Jason addressed the Board and replied in the affirmative, adding that the lease structure allowed for a fixed rate and that prices were at an all-time low for charter schools. Member Harty asked if timing was a factor with increasing rates, to which Mr. Jason replied that the current market was in a rising interest rate environment; however, the climate was very favorable for charter schools. Member Mizer asked if the fees had been bid out to other carriers. Mr. Jason replied that a number of different underwriters had been looked at and, as a result, the Board had selected D.A. Davidson, who would be handling this transaction. Mr. Jason stated that the fees were very competitive at 1.25 percent, and that D.A. Davidson was one of the leading charter school underwriters.

Member Noble moved to approve the Bond Underwriter Agreement with D.A. Davidson. Member Mizer seconded the motion, and the Board voted unanimously to approve.

9. Discussion and Possible Approval to Submit a Charter Amendment Request to Purchase the Losee and Stephanie Campuses

Mr. Goodsell stated that the timeline had shifted because the process of informing the Charter Authority had changed prior to the process of purchasing the Losee and Stephanie Campuses. Mr. Bringhurst stated that the Charter Authority had recently hired outside counsel and revised the requirements for an amendment. Mr. Bringhurst further stated that regulations and statutes now stated that the amended application must be submitted when a school moves to a new facility; adding that though the campuses had been operating at their current locations for several years, they would now be purchased, which was a modification to the property.

Mr. Goodsell stated that the delay increased the possibility of securing a higher interest rate, adding that the amendment had been prepared for approval by the Board before submittal. Mr. Jason stated that on February 15, 2018 the Board would be asked to approve a number of items, one of which would be a resolution authorizing the issuance of the bonds, delegating authority to one Board member to sell the bond within specific parameters in order to get into the market at a most favorable time. Discussion ensued in review of the bond sale as presented in the support materials. Member Bentham asked if there a reason why the Lone Mountain Campus was not being purchased, to which Mr. Goodsell replied that the process to acquire Lone Mountain was in the works, yet would not be obtainable until fall 2018.

Member Harty moved to approve the submission of a charter amendment requesting to purchase the Losee and Stephanie Campuses. Member McClain seconded the motion, and the Board voted unanimously to approve.

10. Discussion and Possible Action Regarding the Approval of the Weighted Lottery Policy

Mr. Bringhurst stated that two years ago when the application to expand Somerset Academy was submitted the SPCSA requested diversification be added to the amendment to more closely match the surrounding CCSD schools and the surrounding community; adding that as part of that amendment there were five things expected of Somerset, and one of them was to put a Weighted Lottery Policy in place. Mr. Bringhurst further stated that previously there was no regulation; however, that had changed, and the Board was now obligated to approve a Weighted Lottery Policy. Mr. Bringhurst stated that Michael Muehle and Kristie Fleisher had researched Weighted Lottery Policies throughout the United States and met with Executive Director Barlow to discuss the findings. The group had agreed upon the numbers presented in the support materials. Member Harty asked if the school was required to carry out a weighted lottery, to which Mr. Bringhurst replied in the affirmative; adding that the policy would be effective beginning in the 2019/2020 school year.

Member Harty asked for clarification as to how free and reduced lunch students would be calculated. Mr. Bringhurst replied that the information would be collected from a form placed in the registration packet. Member McClellan asked how the policy would be facilitated. Mr. Bringhurst explained that each Somerset Campus FRL percentage would be compared to the three nearest CCSD schools; and if the FRL comparison was more than or equal to the Somerset Campus, the Weighted Lottery Policy would apply, giving those qualifying students a weight of 1.25. Member Noble stated that he would like more information that confirmed that the numbers presented in the policy were accurate. Mr. Bringhurst stated that the numbers submitted could be altered at a later date if the Board chose to do so.

Member Bentham asked if there were any systems in place that required parents to fill out the income statement. Executive Director Barlow replied that it was voluntary; however, the schools could explore various campaigns to encourage participation, as there were many benefits to submitting the forms. Discussion ensued regarding collecting FRL data and the other services for students who qualify. Member Noble asked if this policy affected the priorities already in place, to which Mr. Bringhurst replied in the negative, adding that it would not affect them at all. Mr. Bringhurst explained how the priority worked within the lottery.

Member McClellan moved to approve the Weighted Lottery Policy. Member Boehlecke seconded the motion and, the Board voted to approve with two dissenting votes.

11. Acknowledgement of Principal Dan Phillip's Resignation (Effective June 30, 2018) and Approval Giving Direction to Executive Director Barlow to Conduct a Search, or Possible Consideration to Move to a K-12 Leadership Structure

Member Bentham acknowledged the resignation of Dan Phillips, thanking him for his service to the school. Members McClellan and Noble expressed their appreciation and acknowledged Principal Phillip's dedication to the school and the students. Principal Dan Phillips addressed the Board and gave some departing words.

Executive Director Barlow stated that, to clearly understand the dynamics and the challenges that Principal Lee Esplin and his leadership faced at Sky Pointe, a meeting was held to ask a variety of questions to determine the pros and cons of the K-12 leadership structure; adding that the advantages filled a complete page, with only six items as cons. Executive Director Barlow stated that his observation of the Sky Pointe Campus was that the K-12 leadership unified the Sky Pointe team across all grade levels. Member Bentham asked Board members Noble, Harty, and Mizer about their experience with the transition to a K-12 administration at Sky Pointe. Member Mizer replied that the administration had done an excellent job and that it could be attributed to having the right people in the right places; adding that parent concerns had subsided after some time passed. Member Noble stated that his experience with one principal for the K-12 leadership was that it created an overall better environment. Member Harty stated that there was a concern in regards to the transition from elementary to middle and then to

high school; adding that the early indicators were that it had been working and feedback had been positive; however, he believed it was too soon to tell.

Principal Lee Esplin addressed the Board and stated that he and his staff had worked hard this year to build the K-12 structure by putting in more hours than usual; adding that it was also essential to hire a quality team to help put items in place in order to make the transition more seamless. Member Harty asked if administrators were added to the team, to which Principal Esplin replied that an assistant principal was added; however, the budget did not increase.

Member Bentham moved to open the floor to allow the public to comment on this item. Mr. Frank Maglietti, a parent, addressed the Board and stated that he believed an elementary student had different needs than a high school student, and that he was not in favor of the K-12 model. Ms. Jenny Sauter addressed the Board and stated that, as a teacher at Somerset Losee, she appreciated Principal Dan Phillips; adding that she believed that it would be difficult for a K-12 principal to have the necessary time to address issues in a timely fashion. Ms. Tracy Baxter, a parent, addressed the Board and stated that she would like to keep things as they were and hoped for an answer tonight. Executive Director Barlow stated that it was his recommendation to move to the K-12 leadership model based on his past experiences and data collected in regards to 8th to 9th grade transitions. Discussion ensued in regards to the pros and cons of a K-12 leadership model. Ms. Sara Cross, a counselor from Losee, addressed the Board and stated that she had a concern in regards to the transition and how the students would respond. Ms. Sara Passer addressed the Board and stated that she wanted the Board to keep the students in mind when making this decision.

Member Mizer moved to approve the K-12 leadership model for the 2018/2019 school year at the Losee Campus. Member Noble seconded the motion, and the Board voted unanimously to approve.

Discussion ensued in regards to delegating authority to Executive Director Barlow to hire a K-12 Principal. Following a discussion regarding what action the Board could take under this agenda item, the Board made the following motion:

Member McClellan moved to delegate authority to Executive Director John Barlow to make a decision on who to hire as principal for the Losee K-12 Campus for the 2018/2019 school year. Member Boehlecke seconded the motion, and the Board voted to approve with one abstaining vote.

Member Bentham asked Executive Director Barlow who his recommendation was. Executive Director Barlow replied that a lot of thought had been given to this item and he believed that Reggie Farmer had the best skills to marry the elementary, middle, and high schools; adding that it was his recommendation to hire Reggie Farmer as the Principal of the K-12 Losee Campus. Executive Director Barlow recommend Elaine Kelly be reassigned to open the Aliante Campus; however, the Board would need to consider this possibility at a future board meeting. The Board decided to hold a special meeting on January 25, 2018.

4. Report on Academic Performance and Executive Director Update

This item was tabled.

12. Member Comment

Member McClain stated that if there was information known as to how an agenda item was going to play out, as he did not understand why the agenda items were so vague; adding that he had no idea that Principal Farmer was an option for the K-12 Leadership position at the Losee Campus.

Member McClellan stated that she would like to see better communication in regards to agenda items.

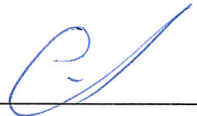
13. Public Comments and Discussion

No request for public comment

14. Adjournment

The meeting was adjourned at 10:48 p.m.

Approved on: 2-15-18

Secretary of the Board of Directors
Somerset Academy of Las Vegas

Attachment 4: Course Alignment

The course providers eDynamic, Accelerate Education, Fuel Education (K12.Inc), BYU, and FLVS have been vetted and approved by the Nevada Department of Education, Distance Education and are on the “Approved Course Provider List.” Therefore, the content aligns with all applicable academic standards such as the Nevada Academic Content Standards (NVACS) based on the Common Core State Standards (CCSS) for English language arts and mathematics. Documentation has been provided to the Nevada Department of Education as part of the course provider approval process.

Department of Education, Distance Education Approved Course Provider List can be accessed at the following link:

[http://www.doe.nv.gov/Distance Education/Home/](http://www.doe.nv.gov/Distance%20Education/Home/)

A complete list of Nevada aligned standards to Distance Education courses in core subjects as “Attachment 4: Course Alignment” is available and can be accessed at the following link:

[https://www.dropbox.com/s/queq72zxdlrz7g0/Somerset%20Academy%20of%20Las%20Vegas%20Distance%20Education%20Amendment Attachment%204 Course%20Alignment.pdf?dl=0](https://www.dropbox.com/s/queq72zxdlrz7g0/Somerset%20Academy%20of%20Las%20Vegas%20Distance%20Education%20Amendment%20Attachment%204%20Course%20Alignment.pdf?dl=0)