

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2023 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For Additional Instructions, please see the [Amendment Application Guidance Document](#)

For the: **Nevada Virtual Academy**

Date Submitted: 3/10/2023

Current Charter Contract Start Date: 2019

Charter Contract Expiration Date: 2024

Key Contact: Dr. Yolanda Hamilton

Key Contact title: Executive Director

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Date of School Board approval of this application: 2/28/23

### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action (tentative and subject to change)	June board meeting	December board meeting

*RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.*

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<sup>1</sup> Notice or Letter of Intent

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

1.  [Add Distance Education](#)
2.  [Add Dual-Credit Program](#)
3.  [Change Mission and/or Vision](#)
4.  [Eliminate a Grade Level or Other Educational Services](#)
5.  [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6.  [Enrollment: Expand Enrollment in \*\*Existing\*\* Grade Level\(s\) and Facilities](#)
7.  [Enrollment: Expand Enrollment in \*\*New\*\* Grade Levels](#)
8.  [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9.  [Facilities: Occupy New or Additional Facility](#)
10.  [Facilities: Occupy a Temporary Facility](#)
11.  [Facilities: Relocate or Consolidate Campuses](#)
12.  [RFA: Transportation](#)
13.  [Change of Incorporation Status](#)
14.  [Other changes](#)

## Contents

<b>Introduction</b> .....	<b>4</b>
<b>Most Frequent Requests For Amendments (RFAs)</b> .....	<b>4</b>
<b>Section I: Standard RFA Requirements</b> .....	<b>5</b>
<b>A) EXECUTIVE SUMMARY</b> .....	<b>5</b>
<b>B) MEETING THE NEED</b> .....	<b>8</b>
<b>TARGETED PLAN</b> .....	<b>8</b>
<b>GROWTH RATE AND RATIONALE</b> .....	<b>8</b>
<b>PARENT AND COMMUNITY INVOLVEMENT</b> .....	<b>9</b>
<b>C) ACADEMIC PLAN</b> .....	<b>9</b>
<b>MISSION &amp; VISION</b> .....	<b>9</b>
<b>CURRICULUM &amp; INSTRUCTIONAL DESIGN</b> .....	<b>9</b>
<b>SCHOOL STRUCTURE: CALENDAR AND SCHEDULE</b> .....	<b>11</b>
<b>DISTANCE EDUCATION</b> .....	<b>11</b>
<b>PRE-KINDERGARTEN PROGRAMS</b> .....	<b>12</b>

(All Operators Currently Operating or Proposing to Operate Pre-K) ..... 12

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS..... 12

SPECIAL POPULATIONS ..... 13

Special Education..... 13

Staffing..... 14

D) FINANCIAL PLAN ..... 14

E) OPERATIONS PLAN ..... 15

LEADERSHIP FOR EXPANSION..... 17

STAFFING ..... 17

HUMAN CAPITAL STRATEGY ..... 18

SCALE STRATEGY ..... 18

STUDENT RECRUITMENT AND ENROLLMENT ..... 20

BOARD GOVERNANCE ..... 22

INCUBATION YEAR DEVELOPMENT ..... 23

SCHOOL MANAGEMENT CONTRACTS ..... 24

SERVICES ..... 25

ONGOING OPERATIONS ..... 26

**Section II: SPECIFIC RFA SECTIONS .....26**

**RFA: Academic Amendments.....26**

1. RFA: Add Distance Education ..... 26

2. RFA: Add Dual-Credit Program..... 27

3. RFA: Change Mission and/or Vision ..... 28

4. RFA: Eliminate a grade level or other educational services ..... 28

5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO ..... 28

a) School Management Contracts..... 28

6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities ..... 32

7. RFA: Enrollment: Expand Enrollment in New Grade Level(s) ..... 33

8. RFA: Lottery: Change(s) in Charter Lottery Policy .....33

Facility RFAs.....34

9.	<b>RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)</b> .....	34
10.	<b>RFA: Occupy New or Additional Sites (NAC 388A.315)</b> .....	34
11.	<b>RFA: Occupy a Temporary Facility</b> .....	34
12.	<b>RFA: Relocate or Consolidate Campuses</b> .....	34
	<b>General Facility RFA requirements</b> .....	34
	<b>Facility RFA Attachments required</b> .....	38
13.	<input type="checkbox"/> <b>RFA: Transportation</b> .....	38
14.	<input type="checkbox"/> <b>Change of incorporation status</b> .....	38
15.	<b>RFA: Other Changes</b> .....	38

## **Introduction**

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily by separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

## **Most Frequent Request For Amendment Applications**

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications**
- 2. Distant education RFA applications**
- 3. Enrollment additions or contractions and grade expansions or contractions**
- 4. Facilities acquisitions or leases**
- 5. Lotteries and lottery changes**

Below are the processing requirements of the RFA types above. Complete the following check marked items (☒) from the overall application requirements list below. You do not need to respond to the unchecked areas.

## Sections Required

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

- Executive Summary
- Meeting The Need
  - Expansions to new grade levels or new campuses must complete the Meeting the Need section.
  - Lottery RFAs must include Meeting the Need section for relevant sections.
  - Academic Plan (required if expanding to new grades that are currently not being offered)
- Financial Plan
  1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
  2. Enrollment RFAs: complete the tab labeled “General” in the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the RFA.
  3. Facility RFAs: complete the appropriate tab under the “**Facilities**” section below including the “RFA Pro Forma” MS Excel file to show the planned fiscal impacts of the facility RFA.
- Operations Plan
- RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the “**Facilities**” related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

*Nevada Virtual Academy (NVVA), currently located at 8645 S. Eastern, STE 100 in Las Vegas, is a public online charter school that has served students throughout Nevada since 2007. Currently serving grades 6-12 and fully accredited by Cognia with Distinction, NVVA is authorized by the State Public Charter School Authority, in good standing. With a student population currently of approximately 2,290 students (2178 2<sup>nd</sup> quarter ADE), NVVA employs 112 staff members including Highly Qualified teachers, Operations and Student Support teams, the School Leadership team and an Executive Director. The current make-up of the Leadership team has been in place for about 4 years, working to improve instruction, student achievement, and culture. The Executive Director is Dr. Yolanda Hamilton, and the Middle and High School Principals are Dr. Andre Denson and Dawna Alexander, respectively. NVVA is governed by a 5-member Board of Directors, led by Mrs. Samantha Morris, Board President; Shannon Barry, Board Vice President; and Mrs. Shannon Dangle, Board Treasurer; and members Glen Curry and Jordan Sommaggio. Nevada Virtual Academy is seeking an amendment to its Charter to non-renew its contract with Stride, K12 and enter into a contract with Accel for platform and curriculum services only.*

2. Statement and overview of the mission and vision

*At Nevada Virtual Academy, we will make a difference by meeting the unique needs of our diverse students, preparing them for college or career in the 21<sup>st</sup> century through high quality instruction in our virtual platform; serving every student, every day.*

3. Specific statement of the request

(Example:) “The Board of the above named charter school, operating under a current contract with a start date of June 30, 2019 and a five-year expiration date of June 30, 2024 requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- 1. Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- 3. Enrollment: Expand enrollment in existing grades and facilities
- 4. Enrollment: Expand enrollment in new grade levels
- 5. Enrollment: Eliminate a grade level or other educational services
- 6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- 7. Facilities: Occupy additional sites
- 8. Facilities: Relocate or consolidate campuses
- 9. Facilities: Occupy a temporary facility
- 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

*Nevada Virtual Academy is currently in a one-year contract with Stride, K12. We will not have a platform and curriculum provider after June 30, 2023, as the Board of Directors have decided to not renew the contract do to service and financial concerns with Stride, K12.*

5. Description of proposed target model and target communities

*Nevada Virtual Academy is a state-wide, virtual, online school. We serve students all over Nevada, primarily in Clark County and will continue to target students statewide. The school has its offices and campus for Blended in a part of Las Vegas that has accessibility to public transportation, nearby highways, and in an area parents would feel safe bringing their students.*

6. Statement of outcomes you expect to achieve across the network of campuses

*Nevada Virtual Academy expects to continue to improve student achievement, increase participation in CTE, Dual Credit, and AP courses, and improve the graduation rate for our statewide program, thereby increasing ratings on the Nevada School Performance Framework.*

7. Key components of your educational model for the expanded school

*Nevada Virtual Academy will continue its virtual schooling taught by highly qualified, licensed teachers in required class sessions for all students and its Blended program model to support credit deficient and failing students.*

**8. Describe the charter school’s plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.**

*NVVA will continue to follow the NRS as it pertains to restorative justice principles and disciplinary practices identified in our Student & Family Handbook. Students who are disciplined, as well as various data points, according to the restorative justice principles, are reviewed weekly by school leadership to ensure compliance, equity, and compassion in working with all students. As a result of our student behavior policies and procedures, and indicated by published data, NVVA has very few disciplinary incidences.*

**9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.**

*Nevada Virtual Academy enrollment serves the entire state of Nevada and ensures equity is followed by ensuring several layers of support is available to all families including, FRL, EL, IEP, and McKinney Vento (MKV) during and after the enrollment process. NVVA provides staff to help with enrollment paperwork based on need. NVVA also provides supports such as: computer approvals, bus passes, personalized onboarding, and community resources to help complete the enrollment process. NVVA provides a robust community engagement opportunity in person and virtual such as clubs, field trips and monthly speakers based on the heritage calendar, in addition to others. Students can choose activities based on their interest and/or request events based on local happenings. NVVA will continue to lead the SPSCA’s portfolio in having a diverse and robust campus. Data from 2021-22 indicated that NVVA has a diverse campus by serving a multitude of ethnicities, FRL students, and IEP students. The school will continue to work with families to increase our EL student population by targeting impacted area codes for enrollment and emphasizing our EL initiatives to families. Marketing strategies for the current schoolyear has included advertisements on bus stops, malls, drive-in theaters, and mailers across Clark County.*

**10. The values, approach, and leadership accomplishments of your school or network leader and leadership team**  
*The leadership team at NVVA is a support to students, teachers, and staff. It is their job to ensure structures, supports, processes, and resources are available for teachers to teach and students to learn and be successful. Their work begins with Every Student, Every Day and flows from there. This year NVVA had very successful audits demonstrating their commitment to formalized, effective and efficient processes that leads to organizational and academic success. Audits such as Grant Monitoring, SPCSA Site Evaluation, Internal Compliance Audits, as well as Cognia Reaccreditation were very successful. Their commitment to partnering with parents to ensure student success is woven into all interactions.*

**11. Key supporters, partners, or resources that will contribute to your expanded school’s success.**  
*Nevada Virtual Academy partners with several businesses to help ensure student success through community partnerships. The Las Vegas Chamber of Commerce, the NVVA CTE Advisory Committee comprised of various community leaders and business owners, as well as local college and universities contribute to the school’s success.*

## **NOTES**

- 1. For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
- 2. Indicate “No change” for any below requested response that has not changed from your charter school**



contract.

3. Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying.
4. *If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:*
  - a. *Letter from the Board chair requesting Good Cause Exemption;*
  - b. *Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and*
  - c. *The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause Exemption.*
5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ▲ ) left of that heading.

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) **Identify the community you wish to serve** as a result of the expansion or RFA and describe your interest in serving this specific community.
- (2) **Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

### **GROWTH RATE AND RATIONALE**

- (1) **Specifically identify the key risks associated with this growth plan** and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
  - b. Difficulty raising philanthropic funding;
  - c. Insufficient talent pipeline/difficulty recruiting faculty;
  - d. Insufficient leadership pipeline/difficulty recruiting school leaders;
  - e. Misalignment between the founding school and leader and new campuses and leaders, and;
  - f. **Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**
- (2) Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.



## PARENT AND COMMUNITY INVOLVEMENT

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.
- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?
- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.
- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities. Include, as an **Attachment** \_\_, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?
- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

## C) ACADEMIC PLAN

### MISSION & VISION

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

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

### CURRICULUM & INSTRUCTIONAL DESIGN

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

- (1) Historical Performance

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

(3) Performance Management

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?
  - b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools

typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.

- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students’ access to the general education curriculum in the least restrictive environment, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

#### **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school’s daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.
- c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism?

#### **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.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.

- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

## **PRE-KINDERGARTEN PROGRAMS**

(All Operators Currently Operating or Proposing to Operate Pre-K)

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

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

## **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS**

*(New High School Amendments Only)*

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

## SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

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

## Special Education

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?
  - a) (*Elementary Schools Only*) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?
  - b) (*Middle and High Schools*) How will the school identify and serve students who require special education services and develop transition plans?
- (3) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?
  - a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.



- (4) Enrollment: Describe the school’s strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

## Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
- (2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) 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. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (3) **Attachment \_\_\_\_**. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school’s core operation depends in a clearly identified component of **Attachment \_\_\_\_**. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.

- (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school’s contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an **Attachment** \_\_\_ (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
  - (5) Submit, as an **Attachment** \_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant’s discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school’s business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
  - (6) Provide, as an **Attachment** \_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
  - (7) Complete the audit data worksheet in **Attachment** \_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state’s charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment** \_\_\_.
  - (8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
  - (9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

## **E) OPERATIONS PLAN**

◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

1. Historical performance
  - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
  - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body



monitoring implementation of the interventions on a monthly basis?

- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

2. Organization governance structure & board development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:
- (i) Current
- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

The organization charts should represent all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

4. Describe the proposed organizational model; include the following information:

- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an **Attachment** \_\_\_)
- b) Resumes of all current leadership (provide as an **Attachment** \_\_\_).
- c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment** \_\_\_)

5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.
6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment** \_\_\_).
  7. Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
  8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?
  9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

**LEADERSHIP FOR EXPANSION**

- a) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an **Attachment** \_\_\_). Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an **Attachment** \_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2022-23 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2023-2024 school year and to add additional criteria to the pre-opening requirements for such campuses.

**STAFFING**

- a) **Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file.** indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

**Sample Excerpt—Complete using Excel file**

Year	2022-23	20023-24	2024-25	2025-26	2026-27	2027-28
<b>Management Organization Positions</b>						
<i>Complete this form using the Excel file</i>						
[Specify]						
[Specify]						

[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

**HUMAN CAPITAL STRATEGY**

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

**SCALE STRATEGY**

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.

- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment** \_\_\_\_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

<b>Function</b>	<b>Mgt Org Decision-Making</b>	<b>Network Leader Decision-Making</b>	<b>Board Decision-Making</b>	<b>Campus Leader Decision-Making</b>
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgt				

Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## 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.

- g. Explain the plan for student recruitment and marketing for the new campuses 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. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.
- h. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.
- i. Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>2</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- j. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

<sup>2</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

- k. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- l. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- m. Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?
- n. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
1					
2...					
10					
11					
12					
Total					

2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K...					
12					
Total					

3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students				
	2022-23	2023-24	2024-25	2025-26	2026-27
Pre-K					
K					
12					

Total					
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- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

## BOARD GOVERNANCE

**Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”**

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2021-2022 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member’s resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- s. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board’s history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises,



and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?

- v. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- w. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- x. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- y. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- z. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

**INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2021-2022) to ensure that the school is ready for a successful launch in fall 2022. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- bb. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- cc. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

## SCHOOL MANAGEMENT CONTRACTS

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

- dd. How and why was the EMO or CMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment \_\_\_**:
  1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
  2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  3. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.
  4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  5. Provide a brief overview of the EMO/CMO's history.
  6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
  7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary

of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## SERVICES

9. Provide **Attachment** \_\_\_ describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating 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.
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - ii. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
  - iii. Facilities maintenance (including janitorial and landscape maintenance)
  - iv. Safety and security (include any plans for onsite security personnel)
  - v. Other services
12. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.
13. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
14. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
15. Provide, as an Attachment \_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

## ONGOING OPERATIONS

16. SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?
17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

## Section II: SPECIFIC RFA SECTIONS

### RFA: Academic Amendments

#### 1. RFA: Add Distance Education

- a. Executive Summary
  - i. 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.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. 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.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. 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.
- d. Special Education
  - i. 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.

- ii. 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?
- e. Scale Strategy
  - i. 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.
  - ii. 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.
- f. Student Recruitment and Enrollment
  - i. 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.
  - ii. 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.
  - iii. 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?
- g. Services
  - i. 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.
  - ii. 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.
- h. Financial
 

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.

## 2.RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.
- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

- c. Discuss the scope of the services and resources that will be provided by the college or university.
- d. Explain the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university.
- e. Describe the manner in which the college or university will ensure that the charter school can effectively monitors pupil enrollment and attendance and the acquisition of college credits.
- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

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

### **3.RFA: Change Mission and/or Vision**

For an RFA to accomplish this objective:

- a. Complete and submit your RFA with the General application sections above completed.
- b. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- c. Indicate “N/A” for any below requested response that is not applicable to your request.

### **4.RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- a) Complete and submit your RFA with the General Requirements sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

### **5.RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

#### **a) School Management Contracts**

1. RFAs for “entering into, amending, renewing or terminating a contract with an educational management organization” are processed pursuant to NAC 388A.575
2. Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
3. Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.
4. Please provide the EMO’s Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address. *Accel Online West-EIN 86-2001024, 1750 Tyson Blvd, #1300 McLean, VA 22102*
5. How and why was the EMO selected? *After researching service providers that could deliver a platform, student computers, and curriculum tailored to fit Nevada Standard aligned curriculum, a robust CTE course portfolio, had no management or control of finance requirements, and would work within the parameters of SPCSA requirements, the Board chose Accel after speaking with the CEO and his leadership team and verifying references.*
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change. *The current EMO has been unable to fulfill service agreements, has caused the school to receive multiple Notices of Concern due to finance mistakes, and was unwilling to be a partner but instead wanted to manage the school. The Board worked closely with SPCSA staff to understand the current and appropriate requirements of an EMO, appropriate pricing structures, and role an EMO should play within the school. Stride, K12’s business/operating model did not support the requirements, and in addition to the failures, the Board decided to non-renew their contact.*
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program



(e.g. a portfolio management governance model). *The new service provider will provide the platform, computers, and curriculum services to Nevada Virtual Academy as a whole.*

8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations. *Nevada Virtual Academy's Board will contract with Accel to provide services to the school. Through its Executive Director, monthly Board meetings where services will be discussed, and a yearly summative rubric, the Board will stay informed and be able to monitor and evaluate the performance of the provider.*
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any other current or prospective vendor or contractor (including the landlord), prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. *There are no known conflicts of interest between the Board and the proposed service provider.*
10. Provide a brief overview of the organization's history.

*ACCEL Online West is a K-12 Educational Management Organization formed in 2014, currently serving over 23,500 students in 78 brick-and-mortar and online schools in Arizona, California, Colorado, Florida, Indiana, Michigan, Ohio, Oregon, Washington, and West Virginia. ACCEL Schools partners with active school boards to provide an online model that weaves together standards-based and highly individualized content with dynamic, interactive, and engaging material that is rooted in the rigor of focusing on both academic success and preparedness for college and/or career after high school. We believe a robust and personalized education is critical to every student we serve.*

*The staff of ACCEL Schools was responsible for the founding of K12 Inc. (now Stride) and has operated schools across the country including Ohio Virtual Academy prior to leaving to form ACCEL Schools. Upon forming ACCEL Schools, co-founders Ron Packard and Maria Szalay sought to recruit talent passionate about providing all students with an exceptional online school experience. Please see [https://issuu.com/accelschools/docs/accel\\_look\\_book\\_-\\_pages\\_1](https://issuu.com/accelschools/docs/accel_look_book_-_pages_1) for a full primer on ACCEL Schools. Armed with an experienced and talented team, ACCEL created a learning platform (called AMP for Accel Management Platform) that helped students stay engaged, interested, and most of all...achieving. Through prior experience, it was essential for students, families, and educators to have access to "best in class" teachers, tools, and curriculum in the industry. All tools and curriculum materials are research-based and aligned with state standards. ACCEL's approach to education works because students are provided with a personalized learning experience, tracking of student achievement/standards, more individualized live instruction, personalized asynchronous/supplementals, and a high-touch educational environment where families feel connected to their school community.*

*ACCEL is currently the ESP for virtual schools in California, Florida, Indiana, Michigan, Ohio, Oregon, Washington, and West Virginia. In 2018, the Board of Directors of OHDELA (Alternative Education Academy) approached ACCEL to help transform their school into a high-performing online school. The transformation of this school was deliberate and focused on improving operations and academic instruction. In year one, the existing leadership team was left in place and ACCEL focused on improving student and family engagement, teacher training, and progress monitoring. The following year, ACCEL and the Board of Directors determined changes were needed to the curriculum to provide families with a more rigorous and engaging offering. By 2020, OHDELA had adopted the full AMP platform into its offering.*

*The ACCEL network grew in 2020 when entrusted to manage Michigan Online School. This school had a strong administration and an active Board of Directors. ACCEL was contracted to provide a stronger LMS platform with more robust academic resources. Additional support was provided to expand enrollment and the academic offering through more robust courses and supplemental curriculum through AMP. During our time with Michigan Online School, we have partnered with the school to expand from 6-12 to K-12.*

*In 2021, two districts determined they needed additional support in offering virtual education to their students. ACCEL Schools launched the Virtual Preparatory Academy of Washington (Starbuck School District) and Virtual Preparatory Academy of Indiana (Madison-Grant United School Corporation) to meet the needs of these districts. Both schools work closely*



with our district partners to ensure students receive a robust, online education. In 2022, Madison-Grant United School Corporation was named the ACCEL Schools partner of the year due to its exemplary teamwork.

Boards of Directors 2022 in the states of Florida, Ohio, Oregon, and West Virginia partnered with ACCEL Schools to provide full management of the Virtual Preparatory Academy of Florida, Gateway Academy, and Virtual Preparatory Academy of West Virginia. All Boards are responsible for the fiduciary health of the school as well as the charter contract for their respective schools. ACCEL Schools provides updates on the operation, student performance, compliance, and financials of the schools at monthly board meetings.

11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement. *N/A*

#### **b) Financial Plan**

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.).

3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**\_\_\_.

#### **Attachments Necessary for EMO Amendment**

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of

contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;

- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider’s non-profit or for-profit status
- 9) Documentation of Service Provider’s authorization to do business in Nevada (e.g. current business license)
- 10) Budget Narrative
- 11) School Budget
- 12) Network Budget
- 13) Historical Audits
- 14) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school’s mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board’s primary evaluative tool for the education management organization.

**6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities**

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school’s assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school’s assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

## 7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

- a. Please detail how this proposed expansion aligns to the current [SPCSA Academic and Demographic Needs Assessment](#).
- b. Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?
- c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

## 8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

1. The current academic model including current student demographics and academic performance, including performance by student group,
2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,

3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to [NRS 388A.456](#) and/or [R131-16](#). If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy<sup>3</sup>.

## Facility RFAs

### General Facility RFA requirements

1. Describe the school’s capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

**N/A**

2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

*Nevada Virtual Academy’s Board secured a broker to help find the building. NVVA employs a facilities manager who will be responsible for the maintenance and upkeep of the interior of the building. The HOA is responsible for the outside of the building.*

3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

*Nevada Virtual Academy’s Board has entered into a 3-year lease with Diamond Creek Holdings.*

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<sup>3</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio (CR)
  - b) Unrestricted Days Cash on Hand (UDCOH)
  - c) Cash Flow (CF)
  - d) Debt to Asset Ratio (D/A)
  - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)

*See attachment #1*
  
5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:
  - a) The physical address of the facility and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility.

*See attachment #2*
  - b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.

*See attachment #3*
  - c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.

*See attachment #3*
  
  - d) A copy of the floor plan of the facility and all other documentation required pursuant to [NAC 388A.315](#) (“Request to occupy new or additional facility”). Include notations of all included campus facilities with a **table or statement describing the square footage** of the facility AND an assurance **the school will submit any final versions of the documentation** called for here and in [NAC 388A.315](#).
    - i) **Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)**

*See attachment #4*
  
  - e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment 5**.

*Diamond Creek Holdings, LLC Series 82764 Lake Sahara Dr., #115 Las Vegas NV 89117, 702-795-8100 – There are no known relationships between current owner and anyone affiliated with the school.*
  
  - f) A copy of the Certificate of Occupancy at **Attachment 6**.
  - g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment 7**.
  - h) **The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.**

*See attachment #6*



- i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate “N/A”...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment** \_\_\_\_.

**N/A**

- j) **A copy of the school’s traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.**

*See attachment #8*

**6. N/A**

If a proposed facility has **NOT** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:

- d) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor’s Parcel Number and a copy of the Assessor’s Parcel Map for the proposed facility as an **Attachment** \_\_\_\_.
- e) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment** \_\_\_\_.
- f) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_.
- g) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_ OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** \_\_\_\_.
- h) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** \_\_\_\_.



- i) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment** \_\_\_\_.
- j) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315 as an **Attachment** \_\_\_\_.
- k) **The organization’s plans/methods to finance these facilities, including:**
  - i) **Whether the school is seeking:**
    - (1)  A loan (CDFI or other),
      - (a)  For Construction financing,
      - (b)  For Permanent financing,
      - (c)  Refinancing
    - (2)  Bond Financing,
      - (a)  For Construction financing,
      - (b)  For Permanent financing,
      - (c)  Refinancing
      - (d)  Tax-exempt
      - (e)  Rated
      - (f)  Privately placed
    - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
    - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
  - b) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
  - c) What is the required “breakeven” enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., “Breakeven Enrollment to Planned Enrollment is 380/420, or 90%”)?
    - i) State the planned total classroom student capacity of the new facilities (e.g., “24,750 sqft total planned for up to 450 students at 55 square feet per pupil”).
  - d) Will the financing/refinancing trigger any prepayment penalties?  Yes,  No.
    - i) If “Yes”, describe the amount.
  - e) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or other financial interest(s) or gain from this transaction?  Yes,  No. If so, please identify the parties and describe the interest(s).

- f) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- g) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
- h) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
- i) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
- j) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
- k) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.

7. *N/A*

For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.

- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
- b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an **Attachment** \_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of **Attachment** \_\_\_\_.

**Facility RFA Attachments required**

## NVVA Amendment Application Questions to Answer 3.27.23

### MISSION & VISION

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

Explain whether the proposed mission and vision for the school/network is different from the existing school's mission and vision and how they differ. Describe the reasoning behind any modifications. ***Our mission is not changing.***

***The mission of Nevada Virtual Academy is to provide Nevada students with a world class education grounded in high academic standards which will help them achieve their full academic and social potential, and help them become productive members of society.***

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision? *N/A*

### CURRICULUM & INSTRUCTIONAL DESIGN\**See Accel Curriculum Attachment*

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

#### (1) Historical Performance

(a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.

(i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator's contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning's STAR, etc.). If provided, describe student performance on these metrics.

(ii) Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.

(b) Interventions: Please explain any past performance that has not met the organization's expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

(2) Academic Vision and Theory of Change

(a) Model Non-Negotiables: What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan. ***The move to Accel does not change the academic vision upon which the renewal in 2015 was based. We will continue to have highly qualified teachers deliver standards-based instruction using Accel's virtual curriculum and Platform, providing students with multiple Pathways through which to achieve graduation- Blended, Advanced/Dual Credit, CTE, Virtual, and Jumpstart. All students who are credit deficient and/or not making growth on schoolwide formative diagnostic testing such as MAP or iReady, or who do not show enough growth on SBAC will be assigned to Blended.***

(3) Performance Management ***\*Please see Academic & Matriculation Attachments***

a) Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. ***Daily data analysis enables NVVA to measure progress. Teacher data such as observation of students, formative assessments, assignments, and summative assessments helps determine how students are doing. Surveys regarding SEL, Climate, and SPP also give valuable information on how the school is performing according to stakeholders. Yearly evaluation of staff based on formative and summative observations and work product also plays a role.***

a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? ***Course pass rates, formative diagnostic testing, as well as high stakes mandated testing results will be used to determine progress. SEL curriculum embedded throughout curriculum, as well as Counselor lesson will help inform our students' SEL progress.***

b. Explain how the school addresses underperformance and describe the corrective action plan procedures. ***Data dives and analysis helps us address performance. Underperformance will spur a detailed plan to identify root causes, interventions, execution, and reevaluation until results change for the positive.***

b) Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates. ***NVVA surveys students in the Spring of their Senior year to identify their post-secondary plans. We have not tracked where students are attending but will add that question. Here is the link to a previous survey: <https://forms.gle/GbzjYfi4CYRp9WtV9>***

***Below is the acceptance data from the last 2 years of surveys:***

**2021: 133 students completed it. 49 noted where they were accepted. 36.84%**

**2022: 201 students completed it. 63 noted where they were accepted. 31.34%**

d) Readiness to Replicate: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?

e) Compliance: Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at <http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/AlignmentTemplate.xlsx>) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.

f) Instructional Strategies: Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation. ***Accel's curriculum provides lessons for two years below and one year above grade level standards in order to differentiate instruction. Through the use of supplemental programs such as Brain Pop, Newsela, Flocabulary, Gizmos, and more, underperformance and enrichment are addressed to meet student needs. Instructional strategies such as Breakout rooms, Small groups, Nearpod, Think-pair-share, Frayer model (box for different vocab terms), Formative assessments, targeted lessons based on formative assessment data, Flip learning model (watching a video or reading material prior to discussions), Modeling – visual, Graphic organizers, KUDs with follow up, Student success criteria – “I can...”, Step by step demonstrations, Exit tickets, Think Aloud – (“I do, you do, we do”), Direct instruction, Science labs for visual and auditory learners, Differentiated instruction, Scaffolded instruction, Check-in & check-out, Polling, Small Group Discussions are used at NVVA.***

g) Remediating Academic Underperformance: Describe the school's approach to help remediate students' academic underperformance both for both the expanded grades and for all existing grades. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts (in year 1 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported? ***Response to Intervention (RTI) is the process teachers use to address specific student's academic and behavioral***

**concerns. Teachers, students, and families are active participants of the process. Parents are notified throughout the process and provided guidance on how to appropriately assist in implementing the interventions. Through a three-tiered process, interventions are put into place to aid the student in becoming successful in his/her area of weakness. If the interventions do not positively affect the student or all parties do not see academic improvement, then further testing may be warranted to determine whether a student is eligible for special education services. It is the ultimate goal of the RTI process to identify the child's academic and/or behavioral concern and match the appropriate intervention. Teachers will work closely with the RTI team to find and implement appropriate scientifically researched interventions. If a parent has an academic or behavior concern for their child, they should first bring them to the teacher's attention to begin the process.**

- h) Identifying Needs: Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model.
- i) Intellectually Gifted Students: Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. Please note that Nevada law classifies intellectually gifted students as eligible for specific support services. How will staffing be structured to ensure that gifted students are adequately supported?
- j) Enrichment Opportunities: Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) Matriculation: Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

#### SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model. ***This is not changing-we try to align with the local Southern Nevada School District, as about 85% of our students are located within the boundaries. Our testing calendar aligns with the State testing calendar and formative diagnostic assessments are calendared as well.***
- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the



school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.

c) Describe your goal for student attendance and explain how you will ensure high rates of student attendance. Who will be responsible for collecting and monitoring attendance data? What supports will be in place to reduce truancy and chronic absenteeism? ***Our goal is to have students attend all required classes, including Blended. We have worked hard to reduce Chronic Absenteeism by tracking student attendance through Homerooms, After-School calls, 1-3 day notices of absences, and having our Academic Advisors track engagement. Attendance tracking begins with our teachers and Academic Advisors, and concludes with our Registrar's team. \*See Attendance attachment.***

**DISTANCE EDUCATION \*See Attached Distance Ed Application (we will update to Accel courses by the 5/1/23 deadline)**

(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.

For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

#### SPECIAL POPULATIONS

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators

submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

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

Special Education ***\*See Special Education Attachment***

(1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities. ***Nevada Virtual Academy employs a Special Program Director who oversees all special programs. She is academically trained, and has many years of experience, as well as the state licensing requirements. All special education teachers, general resource and alternative special education, and related service provider are highly qualified as well and hold the appropriate licensing.***

(2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

### ***Child Find Query***

#### ***Federal Guidelines***

***§300.111 Child Find. (a) General. (1) The State must have in effect policies and procedures to ensure that— (i) All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State, and children with disabilities attending private schools, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.***

#### ***State Guidelines***

***The charter school must participate in the school district's Child Find, making provisions for the identification, location and referral for evaluation of potential students with disabilities found within the school program. In addition, the charter school must provide procedural safeguards and prior written notices to parents of students with special needs, evaluate the students and determine eligibility for special education and related services. If already eligible the charter school must implement the student's IEP. If determined to be eligible, the charter school must develop an Individualized Educational Plan (IEP) and determine placement for the student. The charter school must also review and revise the IEPs annually and reevaluate every special education student at least once every three years.***  
***NVVA Best Practice***

- ***Child find questions are completed by the parent within the online enrollment portal. Once the school year begins, all staff will be trained on child find responsibilities and procedures, then the assigned staff member will again conduct a probe to determine if the student has any academic needs.***
- ***Any student for whom a parent answers that they previously or are currently receiving special education services is immediately referred to the Special Education Manager or designee.***
- ***Any special education or evaluation records shared by the parent with the assigned homeroom teacher are forwarded to the special education department at NVVA so that they can be reviewed by the school psychologist and/or Special Education Manager or designee to determine next steps.***
- ***In compliance with state and federal law, Notice is hereby given by Nevada Virtual Academy that it will conduct ongoing identification activities for the purpose of identifying students who may be in need of special education and related services. Prior to any referral of a student for evaluation, Nevada Virtual Academy utilizes one or more of the following methods to identify possible exceptional students.***

- 1. Annual survey of exceptional children.***
- 2. Analysis of school district achievement test / state assessment results.***
- 3. Parent/guardian or guardian-initiated referral.***
- 4. Referrals to and from other public and private agencies.***
- 5. School staff referral.***

### ***Identification***

***Nevada Virtual Academy administration and teachers intentionally seek out students who may qualify for and benefit from special education services by regularly monitoring the identifiers as indicated during the enrollment process:***

- ***Does your student have an IEP (Individualized Education Program)?***
- ***Does your student have a 504 Plan?***
- ***Has student received gifted/talented services?***

### ***Language information:***

- ***What is the student's first language?***
- ***What is the parent/guardian's language?***

### ***ELL Questions:***

- ***What is first language spoken by student?***
- ***What is the language most often spoken at home?***
- ***What is the language most often spoken with friends?***

- ***Has the student received ELL services?***

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

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

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

a) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract. ***The continuum of services are provided depending on student need as identified in IEPs. Contracted Related services are provided virtually and in-person upon parent request by licensed specialists. Students who are earning a standard diploma may receive academic services from a licensed special education teachers in both push-in/inclusive and pull out/resources class model. Students who are earning an alternative diploma are taught and assessed using the Nevada Academic Content Standards (NVACS) Connectors. Special education teachers serve as the case manager. See Special Education – Continuum of Services Attachment***

(4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities? ***NVVA promotes student enrollment across the state of Nevada for all students. Using social media, mailers, radio ads, movie theater ads, magazine ads, mall banners, and word of mouth, all students are welcomed at NVVA, as evidenced by an over 12% special education population.***

(5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum? ***PLC and planning time are planned, agenda'd, and monitored to ensure collaboration between general and special education teachers. Also, regularly scheduled inter-department meetings are scheduled***

**as well. Co-teaching is utilized at NVVA to ensure student's IEP goals are addressed, as well as exposure to grade level standards.**

#### Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record. **NVVA recruits early the January-February of the previous school-year to obtain high quality teachers. Jobs fairs, recruiting sites, social media, and word of mouth are used to recruit all teachers. Sign-on bonuses are used as incentives.**

(1) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum? **Staff professional development regarding working with special education students, specifically accommodating student needs, is primarily done at the beginning of the school year. The Special Education Director and/or the Special Education Facilitator distributes IEPs to staff and reviews how to accommodate students to meet needs. Throughout the year as new students enroll, the Director or Facilitator ensures IEPs are distributed and goals are being met. The co-teaching model used at NVVA also help general and special education teachers collaborate in getting appropriate accommodations.**

(2) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school. **With any discipline involving a Special Education student, the Special Programs Director will be involved, as will the Special Education teacher assigned to that student. Input regarding whether the behavior is a manifestation of the student's disability will be considered with any possible consequence.**

(3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? **Annual IEPs help to monitor student progress towards meeting their IEP. Furthermore, progress reports are completed for all special education students 4 times a year in order to gather the data needed to assess progress. The IEP team convenes when necessary to revisit the IEP to ensure progress. Calendaring of all significant dates that tasks are due relating to the students' IEPs are kept to ensure all is compliant.**

(4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities? **Annual IEP meetings, Meet & Greets, Learning Coach monthly parent meetings are held to engage parents.**

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. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable. **\*See attached Distance Ed application**

Financial Plan ***\*See attached Finance Plan***

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (2) Depending on the type of RFA requested, staff may require applicant to submit additional documentation regarding the potential fiscal impact of the proposed changes. Fiscal impact documentation is required for all facility acquisition/construction RFAs.
- (3) Attachment \_\_\_\_\_. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
  - (a) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment \_\_\_\_\_. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (b) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (c) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
  - (d) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
  - (e) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (4) Submit a completed financial plan for the proposed school as an Attachment\_\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
- (5) Submit, as an Attachment\_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to



permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).

(6) Provide, as an Attachment\_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

(7) Complete the audit data worksheet in Attachment\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment\_\_\_\_.

(8) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

(9) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

NVVA Comparison to Tentative FY 24 Budget

8,596 9,023 9,113 9,204 9,296

		FY24 Tentative Budget		FY25 Proposed Budget		FY26 Proposed Budget		FY27 Proposed Budget		FY28 Proposed Budget	
		All Funding		All Funding		All Funding		All Funding		All Funding	
<b>Managed Enrollments</b>											
K5		-		-		-		-		-	
MS		1,008		1,008		1,008		1,008		1,008	
HS		1,205		1,205		1,205		1,205		1,205	
<b>Ending Enrollment (Avg. for Totals)</b>		2,213		2,213		2,213		2,213		2,213	
<b>Funding Sources</b>											
	Basic Formula Funding - K-8 and HS	19,022,948		19,967,899		20,167,578		20,369,254		20,572,946	
	Special Education Funding - K-8 and HS	719,457		719,457		719,457		719,457		719,457	
	PCFP ELL	361,019		361,019		361,019		361,019		361,019	
	PCFP At-Risk	412,593		412,593		412,593		412,593		412,593	
	Other State Unrestricted Funds	-		-		-		-		-	
	State Restricted Funds - Non-SPED	-		-		-		-		-	
	State Restricted Funds - SPED	-		-		-		-		-	
	Federal - Title Funds	-		-		-		-		-	
	Federal - IDEA Funds	-		-		-		-		-	
	Other Federal Funds - ESSER III	-		-		-		-		-	
	Other Funding/Inc - Included in M&T base	4,419		4,419		4,419		4,419		4,419	
	Other Funding/Inc - Non M&T Base	5,000		5,000		5,000		5,000		5,000	
	Title I	662,213		662,213		662,213		662,213		662,213	
	Title II	182,738		182,738		182,738		182,738		182,738	
	Title IV	50,074		50,074		50,074		50,074		50,074	
	IDEA	265,513		265,513		265,513		265,513		265,513	
	CTE	-		-		-		-		-	
	AB495	-		-		-		-		-	
	ARP HOMELESS	-		-		-		-		-	
	ARP ESSER III	450,000		-		-		-		-	
	ESSER II	250,000		-		-		-		-	
	Interest Income / Other	-		-		-		-		-	
<b>Total Funding</b>		<b>22,385,974</b>		<b>22,630,925</b>		<b>22,830,604</b>		<b>23,032,280</b>		<b>23,235,973</b>	
<b>Instruction - Teachers</b>		<b>10,794,167</b>	<b>48%</b>	<b>11,117,992</b>	<b>50%</b>	<b>11,451,532</b>	<b>51%</b>	<b>11,795,078</b>	<b>53%</b>	<b>12,148,930</b>	<b>54%</b>
	Salary - Regular	4,134,319	18.5%	4,258,349	19.0%	4,386,099	19.6%	4,517,682	20.2%	4,653,213	20.8%
	Salary - Special Ed	787,572	3.5%	811,199	3.6%	835,535	3.7%	860,601	3.8%	886,419	4.0%
	Salary - ICs / Advisors / Counselors	678,534	3.0%	698,890	3.1%	719,857	3.2%	741,453	3.3%	763,696	3.4%
	Salary - Title	-		-		-		-		-	
	Salary - Other	-		-		-		-		-	
	Stipends	90,174	0.4%	92,879	0.4%	95,666	0.4%	98,536	0.4%	101,492	0.5%
	Salary - Leads/Masters & Interventionists	-		-		-		-		-	
	Instructional Temp/Contract Labor	37,800	0.2%	38,934	0.2%	40,102	0.2%	41,305	0.2%	42,544	0.2%
	Benefits	2,516,943	11.2%	2,592,451	11.6%	2,670,225	11.9%	2,750,332	12.3%	2,832,842	12.7%
	Bonus	-		-		-		-		-	
	Travel	56,328	0.3%	58,018	0.3%	59,759	0.3%	61,551	0.3%	63,398	0.3%
	Phone	62,939	0.3%	64,827	0.3%	66,772	0.3%	68,775	0.3%	70,839	0.3%
	Teacher Laptops	36,750	0.2%	37,853	0.2%	38,988	0.2%	40,158	0.2%	41,362	0.2%
	Non-Instructional Materials & Supplies	-		-		-		-		-	
	Conf., Teacher Training & Prof. Dev.	84,445	0.4%	86,979	0.4%	89,588	0.4%	92,276	0.4%	95,044	0.4%
	Printing, Mailing, Postage	-		-		-		-		-	
	Tuition reimb.	903	0.004%	930	0.004%	958	0.004%	987	0.004%	1,016	0.005%
	ISP	108,360	0.5%	111,611	0.5%	114,959	0.5%	118,408	0.5%	121,960	0.5%
	Other	43	0.0002%	45	0.0002%	46	0.0002%	47	0.0002%	49	0.0002%
<b>Total Instruction - Teachers</b>		<b>\$ 8,595,111</b>	<b>38.4%</b>	<b>\$ 8,852,965</b>	<b>39.5%</b>	<b>\$ 9,118,554</b>	<b>40.7%</b>	<b>\$ 9,392,110</b>	<b>42.0%</b>	<b>\$ 9,673,874</b>	<b>43.2%</b>
<b>Instruction - Students</b>											
	Proctored Exams & Test Administration	97,603	0.4%	100,531	0.4%	103,547	0.5%	106,654	0.5%	109,853	0.5%
	Accel Curriculum & Materials, AMP System, and Instructional Support Services	3,319,500	14.8%	3,419,085	15.3%	3,521,658	15.7%	3,627,307	16.2%	3,736,126	16.7%
	Accel Student Computers	464,730	2.1%	478,672	2.1%	493,032	2.2%	507,823	2.3%	523,058	2.3%
	ISP	-		-		-		-		-	
	Sales Tax	-		-		-		-		-	
	Other	280,038	1.3%	288,439	1.3%	297,092	1.3%	306,005	1.4%	315,185	1.4%
<b>Total Instruction - Students</b>		<b>4,161,871</b>	<b>18.6%</b>	<b>4,286,727</b>	<b>19.1%</b>	<b>4,415,329</b>	<b>19.7%</b>	<b>4,547,789</b>	<b>20.3%</b>	<b>4,684,222</b>	<b>20.9%</b>
<b>Student and Family Services</b>											
	Special Ed Contracted Svcs & Other Related Exp.	317,563	1.4%	327,090	1.5%	336,903	1.5%	347,010	1.6%	357,420	1.6%
	Field Trips	-		-		-		-		-	
	Hybrid Program	-		-		-		-		-	
	School Events	42,000	0.2%	43,260	0.2%	44,558	0.2%	45,895	0.2%	47,271	0.2%
	Annual School Reports	-		-		-		-		-	
	School Premiums	-		-		-		-		-	
	Other	11,330	0.1%	11,669	0.1%	12,019	0.1%	12,380	0.1%	12,751	0.1%
<b>Total Student and Family Services</b>		<b>370,893</b>	<b>1.7%</b>	<b>382,019</b>	<b>1.7%</b>	<b>393,480</b>	<b>1.8%</b>	<b>405,284</b>	<b>1.8%</b>	<b>417,443</b>	<b>1.9%</b>
<b>School Administration &amp; Governance</b>											
	Accel School Support Services	200,000	0.9%	206,000	0.9%	212,180	0.9%	218,545	1.0%	225,102	1.0%
	Oversight/Sponsor Fee	206,502	0.9%	212,698	1.0%	219,078	1.0%	225,651	1.0%	232,420	1.0%
	Legal Services	105,000	0.5%	108,150	0.5%	111,395	0.5%	114,736	0.5%	118,178	0.5%

NVVA Comparison to Tentative FY 24 Budget

8,596                      9,023                      9,113                      9,204                      9,296

	FY24 Tentative Budget		FY25 Proposed Budget		FY26 Proposed Budget		FY27 Proposed Budget		FY28 Proposed Budget	
	All Funding		All Funding		All Funding		All Funding		All Funding	
<b>Managed Enrollments</b>										
K5	-	0.3%	-	0.3%	-	0.3%	-	0.3%	-	0.3%
MS	1,008		1,008		1,008		1,008		1,008	
HS	1,205		1,205		1,205		1,205		1,205	
<b>Ending Enrollment (Avg. for Totals)</b>	<b>2,213</b>		<b>2,213</b>		<b>2,213</b>		<b>2,213</b>		<b>2,213</b>	
Payroll Services	60,000	0.3%	61,800	0.3%	63,654	0.3%	65,564	0.3%	67,531	0.3%
Auditing - External	28,928	0.1%	29,795	0.1%	30,689	0.1%	31,610	0.1%	32,558	0.1%
Board Development & Training	21,000	0.09%	21,630	0.10%	22,279	0.10%	22,947	0.10%	23,636	0.11%
Administrator Travel	40,585	0.2%	41,802	0.2%	43,056	0.2%	44,348	0.2%	45,678	0.2%
Administrator Phone	-		-		-		-		-	
Admin Computer, Peripherals, & Software	-		-		-		-		-	
Administrative Staff Salaries	1,921,490	8.6%	1,979,135	8.8%	2,038,509	9.1%	2,099,664	9.4%	2,162,654	9.7%
Administrative Staff Benefits	627,335	2.8%	646,155	2.9%	665,539	3.0%	685,506	3.1%	706,071	3.2%
Administrative Staff Bonus	-		-		-		-		-	
Consultants	-		-		-		-		-	
Back-office Services	350,000		360,500	1.6%	371,315	1.7%	382,454	1.7%	393,928	1.8%
Administrative Temp/Contract Labor	378	0.002%	389	0.002%	401	0.002%	413	0.002%	425	0.002%
Other	-		-		-		-		-	
<b>Total School Administration &amp; Governance</b>	<b>3,561,217</b>	<b>15.9%</b>	<b>3,668,054</b>	<b>16.4%</b>	<b>3,778,095</b>	<b>16.9%</b>	<b>3,891,438</b>	<b>17.4%</b>	<b>4,008,181</b>	<b>17.9%</b>
<b>Technology</b>										
Accel Student Technology Assistance Services	331,950	1.5%	341,909	1.5%	352,166	1.6%	362,731	1.6%	373,613	1.7%
Other	-		-		-		-		-	
<b>Total Technology</b>	<b>331,950</b>	<b>1.5%</b>	<b>341,909</b>	<b>1.5%</b>	<b>352,166</b>	<b>1.6%</b>	<b>362,731</b>	<b>1.6%</b>	<b>373,613</b>	<b>1.7%</b>
<b>Facilities / Insurance / Other</b>										
Rent	579,600	2.6%	596,988	2.7%	614,898	2.7%	633,345	2.8%	652,345	2.9%
Maintenance/Repair Facility	280,304	1.3%	288,713	1.3%	297,374	1.3%	306,296	1.4%	315,484	1.4%
Water & Electric	30,837	0.1%	31,762	0.1%	32,715	0.1%	33,696	0.2%	34,707	0.2%
Telephone	76,125	0.3%	78,409	0.4%	80,761	0.4%	83,184	0.4%	85,679	0.4%
Internet Connection	31,500	0.1%	32,445	0.1%	33,418	0.1%	34,421	0.2%	35,454	0.2%
Conference calls	382	0.002%	393	0.002%	405	0.002%	417	0.002%	430	0.002%
Copier / Fax Lease	13,045	0.1%	13,436	0.1%	13,839	0.1%	14,254	0.1%	14,682	0.1%
Outside Copying	-		-		-		-		-	
Office Postage and Shipping	15,750	0.1%	16,223	0.1%	16,709	0.1%	17,210	0.1%	17,727	0.1%
Office supplies and equipment	83,418	0.4%	85,920	0.4%	88,498	0.4%	91,153	0.4%	93,887	0.4%
Computer equip. & installation	-		-		-		-		-	
General Liability Insurance	52,227	0.2%	53,794	0.2%	55,408	0.2%	57,070	0.3%	58,782	0.3%
Bank fees	10,779	0.0%	11,102	0.0%	11,435	0.1%	11,778	0.1%	12,131	0.1%
Depreciation	21,000	0.1%	21,630	0.1%	22,279	0.1%	22,947	0.1%	23,636	0.1%
Other	43,511	0.2%	44,816	0.2%	46,161	0.2%	47,546	0.2%	48,972	0.2%
<b>Total Facilities / Insurance / Other</b>	<b>1,238,476</b>	<b>5.5%</b>	<b>1,275,631</b>	<b>5.7%</b>	<b>1,313,900</b>	<b>5.9%</b>	<b>1,353,317</b>	<b>6.0%</b>	<b>1,393,916</b>	<b>6.2%</b>
<b>Total School Expenditures This Period</b>	<b>18,259,519</b>	<b>81.6%</b>	<b>18,807,304</b>	<b>84.0%</b>	<b>19,371,523</b>	<b>86.5%</b>	<b>19,952,669</b>	<b>89.1%</b>	<b>20,551,249</b>	<b>91.8%</b>
<b>Surplus (Deficit)</b>	<b>4,126,456</b>	<b>18.4%</b>	<b>3,823,621</b>	<b>17.1%</b>	<b>3,459,081</b>	<b>15.5%</b>	<b>3,079,611</b>	<b>13.8%</b>	<b>2,684,724</b>	<b>12.0%</b>
<b>Accel Charges</b>	<b>4,316,180</b>	<b>19.3%</b>	<b>4,445,665</b>	<b>19.9%</b>	<b>4,579,035</b>	<b>20.5%</b>	<b>4,716,406</b>	<b>21.1%</b>	<b>4,857,899</b>	<b>21.7%</b>
<b>NET Accel Charges</b>	<b>4,316,180</b>	<b>19.3%</b>	<b>4,445,665</b>	<b>19.9%</b>	<b>4,579,035</b>	<b>20.5%</b>	<b>4,716,406</b>	<b>21.1%</b>	<b>4,857,899</b>	<b>21.7%</b>
<b>Non-Accel Charges</b>	<b>13,943,339</b>	<b>62.3%</b>	<b>14,361,639</b>	<b>64.2%</b>	<b>14,792,488</b>	<b>66.1%</b>	<b>15,236,263</b>	<b>68.1%</b>	<b>15,693,351</b>	<b>70.1%</b>



## Excerpt from Nevada Virtual Academy Internal Controls Policy

### Organizational Structure

Leadership at Nevada Virtual Academy will devise, establish, and maintain an effective organizational structure to consider the following matters:

- Devise a system of measurement and accountability for employee performance.
- Establish a policy in which the delegation of the responsibility for employee actions is combined with sufficient authority to perform the assigned activities.
- Create and maintain budgets and financial reports which facilitate the discharge of assigned responsibilities and monitors activities at each level of the organizational structure.
- Operate a system of checks and balances which separates incompatible activities to preclude absolute control by any individual or unit, provides for supervision by higher levels of management and for the monitoring of overall school district activities.
- Provide an organizational structure to support school's framework for planning, directing, and controlling operations to achieve objectives.

### Conflict of Interest/Anti-Fraud

School employees are considered public employees and must comply with the Code of Ethical Standards of the State of Nevada as codified in the Nevada Revised Statutes (NRS) 281A.400 through NRS 281A.665. The purpose is to engage in school; business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety. The determination as to whether a conflict of interest exists is to be made by the school board. All employees of the Nevada Virtual Academy shall be governed by the laws of the state of Nevada. No employee shall, under penalty of law, receive unlawful compensation, commission, or personal profit in the course of performing school duties nor shall the position of any employee be used for unlawful purposes or for personal gain. Nevada Virtual Academy is committed to providing a work environment governed by the highest ethical and legal standards. In all situations, employees are expected to conduct all activities with integrity, ethically and in accordance with applicable laws and regulations. Part of maintaining an ethical workplace is providing employees the opportunity to provide honest feedback. Nevada Virtual Academy will not tolerate retaliation of any kind against an employee who reports in good faith a violation of law or of this policy. Chapter 281A, NRS Chapter 288, NRS Chapter 289, and NRS Chapter 391.



## **Personnel**

The recruitment of competent, honest individuals is administered through the services of the principals and Executive Director, and Human Resources. The training of staff regarding the established policies and procedures governing all financial transactions is administered through leadership.

## **Separation of Duties**

The assignment of duties to staff members who have access to the Financial Management System is done with the intent of limiting their ability to cause and conceal errors or irregularities working within certain limitations, including staff size, incompatible functions are not assigned to any staff member. Details of incompatible staff assignments are specifically addressed for focal points, such as accounts payable and receiving, or posting cash receipts and reconciling the bank accounts. Continued monitoring and oversight must take place daily to ensure secure business operations.

## **Methods of Assigning Authority and Responsibility**

A good internal control environment requires that the school's organizational structure clearly define key areas of authority and responsibility and establish appropriate lines of reporting. The environment is also affected by the way the school delegates authority and responsibility throughout the organization for operating activities, reporting relationships, and authorization protocols.

## **Audit Subcommittee**

Nevada Virtual Academy shall appoint an audit subcommittee. The Executive Director and Director of Operations shall serve as ex-officio members of the committee. A local school board with more than five members may appoint more than two board members to its audit committee. The audit committee shall:

- Evaluate the request for proposal for annual financial audit services,
- Recommend the selection of the financial auditor,
- Attend the entrance and exit conferences for annual and special audits,
- Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit,



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- 
- Be accessible to the external financial auditors as requested to facilitate communication with the board and the Executive Director,
  - Track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings,
  - Provide other advice and assistance as requested by the local school board; and
  - Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by The Audit Act and rules of the state auditor.

Above all, the Audit Subcommittee's role primarily is to provide assistance to management in fulfilling its responsibilities with respect to its oversight of the following:

- The quality and integrity of the school's accounting and reporting practices and controls, and the financial statements and reports of the school,
- The school's compliance with legal and regulatory requirements,
- The independent auditor's qualifications and independence; and
- The performance of both the school's internal audit function and independent auditors.

### **Personnel Policies and Practices**

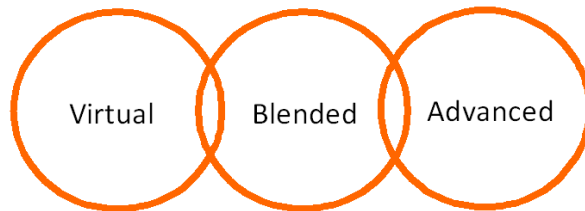
Nevada Virtual Academy's Leadership stakeholders are charged with establishing appropriate practices for hiring, orienting, training, evaluating, counseling, promoting, compensating, and disciplining personnel. Providing sufficient supervision is also a requirement.



## ACADEMICS

### MIDDLE SCHOOL PROGRAM BASICS

Students enrolling in our Middle School program have the opportunity to work in a pathway that fits their needs and ensures the correct level of academic support is provided.



#### The Middle School Advanced Study Pathway

The MS Advanced Study Pathway is a fully- immersive virtual program which allows students to advance through curriculum at a much quicker pace than other, more traditional, academic programs.

- Students are provided a curricular sequence at the beginning of each semester and are provided windows for their assignment and assessment due dates.
- Students are permitted to work months ahead of their classmates and can, potentially, complete more than one full year of academic progress within a standard school year.
- Teachers routinely check on students and learning coaches for progress monitoring.
- Students are required to attend a Class Connect Session weekly

The Advanced Study pathway also allows students to work online and attend class connect sessions. Students have the opportunity to work in accelerated math beginning in 6<sup>th</sup> grade if state testing data supports this option.

#### The Middle School Virtual Pathway

The MS Virtual Pathway is a more structured approach to distance education allowing students to work online from home with daily classes and interaction with content teachers.

- Students are assigned class periods each day which are required for attendance purposes.
- Mandatory live classes focus on targeted grade level skills which support the students in advancing their knowledge within the Nevada Academic Content Standards.
- Students submit assignments to teachers which are graded.

- Students can expect to attend around 2-4 hours of classes per day- depending upon grade level.

### The Middle School Blended Learning Pathway

The MS Blended Learning Pathway at Nevada Virtual Academy is a new program designed for students in Clark County who would benefit from participation in their courses at home, on-line, and on campus.

- This Pathway combines the Virtual Learning Pathway with a face-to-face experience.
- Students enrolled in the Blended Learning Pathway are required to attend on-campus instruction one day per week for 3 hours.
- Attendance for these in-person classes is mandatory.
- Students outside Clark County will be required to attend additional on-line support with their homeroom teacher.

## ACADEMIC ADVANCEMENT IN GRADES MIDDLE SCHOOL

The Online Middle School (OMS) is designed to collect and record data that substantiates the academic progress of our students. Therefore, it is mandatory that the OMS be used to enter attendance and assessment data that reflects the standing of the student. The OMS data serves as the primary tool for determining advancement into subsequent course levels. It is essential that parent/guardians/Learning Coaches understand that when they agree to participate in the Nevada Virtual Academy, they agree to participate in the program as designed, including documenting regular and appropriate academic progress in the OMS, participation in regularly scheduled conferences with the assigned teacher, and participation in state-mandated academic assessments.

### Reporting of Grades

Middle School students receive Progress Reports from their Homeroom teachers at the end of each quarter. Students and Learning Coaches can log into the OMHS/D2L to check student progress at any time. Report cards are issued at the end of each semester.

### Late Work Policy

Students are responsible for checking the course syllabus for each class to determine the late policy for each course. Zeros will be added to the gradebook for assignments not submitted by the due date or late policy extension. Students should contact teachers prior to due dates if extensions to assignment due dates are needed. Extensions beyond the late policy for each class is up to teacher discretion and must receive prior approval from the principal.

### Grade Appeal Policy

1. The student should first discuss the course grade fully with the instructor of the course. This must be done within six weeks after the beginning of the succeeding regular academic semester.

2. If the matter is not resolved with the student’s instructor, an appeal can be made to the academic administrator. The decision of the school administrator will be communicated to the student, the instructor, and Registrars’ Office.

## MIDDLE SCHOOL STUDENT TAKING HIGH SCHOOL COURSES

### Middle School Student Placement into High School Courses

Middle school students who wish to take high school courses must meet certain requirements in order to qualify for placement. Students may only be placed into high school courses at the beginning of each semester. No mid- semester entry will be allowed.

Students who earned a grade below “B” on their previous report card, score average or below on the Personal Learning Assessment, fail to attend/review the orientation, and/or do not conference with their counselor will not be eligible to be placed in high school courses.

### Review Process for Middle School Students Placed in High School Courses

Middle school students who are placed in high school courses will have their progress reviewed mid-way through the first quarter of their enrolled semester. Students who are in danger of failing (receiving a D or F grade) will be notified of their current status and be given the option of returning to middle school level courses or attempting to improve their grade. Students who are still failing at the quarter progress review will be placed back in 8th grade courses in order to avoid receiving a failing grade on their permanent high school transcript. Students who are placed back in a mastery-based course may take lesson or unit assessments in order to catch up to current progress expectations. If a student has already completed the 8th grade level course in a particular subject, they will be given an additional elective (music, art, or foreign language) in order to meet full-time student requirements.

Note: Students will not be removed from high school courses after the first quarter regardless of their grade.

The way a typical, full-time online K<sup>12</sup> high school program operates is distinct from 6–8, given the more complex world of content, skills, and time management required.

## HIGH SCHOOL PROGRAM BASICS

- Full-time students have six classes each semester. The only exception to this is seniors, who may take (4) four classes if they are on track for graduation.
- Not every subject has a hard copy textbook. All materials students need may be found online in the course pages under “Resources.”
- NVA high school is NOT a “work at your own pace” program. Students must follow deadlines established by their teachers in each course. Teachers are available for student questions and

assistance during regular school hours. Teachers respond to student questions within 24 hours (school days only) and return graded work within (3) three school days. Large projects and research papers will be returned as quickly as possible.

## Nevada Virtual Academy High School Pathways

Nevada Virtual Academy High School offers students five academic pathways to college and career readiness. Each pathway affords students a unique opportunity to participate in an individualized, blended educational experience. Our academic team, in partnership with the student and parent, will determine which pathway best serves the individual student's needs.



### ELA/MATH/SCIENCE Readiness

This Pathway will allow Clark County students who are deficient in Mathematics or English skills to receive additional face-to-face instruction a minimum of 1 day a week. Students who have demonstrated a need for support in these areas through state test results or credit deficiency will be automatically enrolled in this pathway. Live, synchronous class sessions will be required. Students in the Readiness Pathway who reside outside of Clark County, will be provided with additional live, synchronous sessions to help close knowledge gaps.

### Jump Start College

Jump Start College is a collaboration with Western Nevada College (WNC) to provide transferrable college courses to high school students. The goal of the program is to increase college degree attainment. College courses will be taught by a Western Nevada College professor, and facilitated by a Nevada Virtual Academy advisor, in-person, 4 days a week. Each semester course at Western Nevada College will count as a full year's credit towards a high school diploma in that subject area. Nevada Virtual Academy will incur all costs for this program. Students interested in this program must successfully pass a series of WNC entrance exams, plus an interview with the Dean of Students.

## Advanced Dual Credit

University-bound students will have the opportunity to participate in the Advanced Dual Credit Pathway, which allows Nevada Virtual Academy students to enroll as non-degreed students at University of Nevada-Las Vegas, University of Nevada-Reno, or any of the other state colleges. Students are eligible to take up to 24 credits that will transfer to a degreed program of their choice when they enroll as a full-time student. Students are eligible to enroll in online or on-campus courses (subject to acceptance into the university). Nevada Virtual Academy will cover the cost of all course fees for students who are accepted in to the program.

## Virtual Student

Current students who have demonstrated an ability to thrive in a completely virtual setting will have the opportunity to continue their alternative education experience as part of the Virtual Student Pathway. Also, students who live in remote areas (outside of 50 miles from Las Vegas or Reno) will be assigned to this pathway with virtual supports added as needed.

## Remote Students

Students who live in remote areas of Nevada (Outside of 50 miles from the Las Vegas area or Reno) may participate in any of the pathways with some modifications. Counselors will be available to discuss possible options. Participation and placement will be evaluated on a case-by-case basis

## Reporting of Grades

Students and Learning Coaches can log into the D2L to check student progress at any time. Report cards are issued at the end of each semester.

## Late Work Policy

Students are responsible for checking the course syllabus for each class to determine the late policy for each course. Zeros will be added to the gradebook for assignments not submitted by the due date or late policy extension. Students should contact teachers prior to due dates if extensions to assignment due dates are needed. Extensions beyond the late policy for each class is up to teacher discretion and must receive prior approval from the principal.

## Grade Appeal Policy

1. The student should first discuss the course grade fully with the instructor of the course. This must be done within six weeks after the beginning of the succeeding regular academic semester.
2. If the matter is not resolved with the student's instructor, an appeal can be made to the academic administrator. The decision of the school administrator will be communicated to the student, the instructor, and Registrars' Office.

## NEVADA HIGH SCHOOL GRADUATION REQUIREMENTS

The approval of Assembly Bill 288 made significant changes to high school graduation requirements in Nevada. These changes will be phased in as the State Board of Education makes decisions related to the specific requirements of the bill. Below are the changes currently that are planned:

1. Students participate in End of Course Exams (EOC's) for Algebra 1, Geometry, and English 10. EOC's are worth 20% of student's final grade in the course. EOCs must be taken in order to pass the course. Students will also participate in the 10th grade Science Test.
2. All students will also be required to take ACT plus Writing college and career readiness assessment in grade 11. While participation will be required for graduation, the results of the assessment will not be used to determine a student's eligibility for a diploma.
3. All students must participate in the Civic Exam. The Civics Exam will be given in the US Government & Economics course.
4. Students with disabilities may opt out of the college and career readiness assessment based on the decision of the Individualized Education Program (IEP) team. Appropriate assessments and accommodations for students with disabilities will be determined by the student's IEP team.
5. AB 288 also changed the statutory reference to the General Educational Development test (GED) and required the State Board of Education to select (a) high school equivalency assessment. The following three high school equivalency exams have been approved by the State Board of Education starting with the 2014-15 school year: GED, HiSET and TASC.

### Core Enrollment Expectations

All high school students will be enrolled in the Core Enrollment Expectations (see table below) along with other diploma requirements. The expectations include a fourth year of math and a third year of science beyond the standard diploma requirements. The expectations are consistent with the Governor Guinn Millennium Studentship requirements, Nevada System of Higher Education (NSHE), and Nevada Revised Statute (NRS) 389.018.

CORE ENROLLMENT EXPECTATIONS	
CORE ENROLLMENT AREAS OF STUDY	UNITS
ENGLISH	4
MATHEMATICS (includes Algebra I, Geometry, & Algebra II)	4
NATURAL SCIENCE	3
WORLD HISTORY	1
U.S. HISTORY	1
U.S. GOVERNMENT & ECONOMICS	1
Total	14

\*This is not a diploma. Students that do not successfully complete the Core Enrollment Expectations may still earn a diploma.

**The Core Enrollment Expectations provide the following for students:**

- Opens doors to the workforce and postsecondary educational opportunities.
- Meets Nevada System of Higher Education



- (NSHE) core requirements for admission.
- Prepares students for the new Nevada State Millennium Scholarship core requirements.

**Nevada System of Higher Education (NSHE) core requirements for admission:**

- Grade Point Average (GPA) and Core Curriculum Requirements are:
  - 3.00 GPA (weighted or weighted with Bonus Points) in the core curriculum
  - Approved NSHE Core Curriculum (4 English, 3 Math – including Algebra I or higher, 3 Natural Science, 3 Social Science & History = 13 units)

**Governor Guinn Millennium Scholarship Requirements:**

- GPA and Core Curriculum Requirements are:
  - 3.25 cumulative GPA (weighted or weighted with Bonus Points), 21 ACT Composite score, or 1070 combined (reading and math) SAT score and the core curriculum
  - Approved NSHE Core Curriculum (4 English, 4 Math – including Algebra II, 3 Natural Science, 3 Social Science & History = 14 units)
  - Students may not take coursework after graduation to meet Millennium Eligibility High School Graduation

## Diploma Options

### College and Career Ready Diploma Requirements

Required Courses/Electives	Units
English	4
Mathematics (including Algebra II or higher)	4
Science	3
World History or Geography	1
U.S. History	1
U.S. Government & Economics	1
Physical Education*	2
Health	½
Computer Education & Technology**	½
Arts & Humanities/CTE/JROTC	1
Electives	6
<b>TOTAL</b>	<b>24</b>

Students must complete the 24 credits indicated, including Algebra II or higher, and demonstrate the following:

- Maintained at least a 3.25 GPA, on a 4.0 grading scale, weighted or unweighted
- Successfully complete at least 2 units of course work in one or more of the following:
  - Advanced placement courses;
  - International baccalaureate courses;

- Dual-credit courses;
- Career and technical education courses;
- Work-based learning courses; or
- World/foreign language courses.
- Obtain at least one of the following endorsements:
  - A college-ready endorsement. To earn a college-ready endorsement, prior to graduation from high school, a pupil must meet the benchmark test scores established by the Board of Regents of the University of Nevada that should enable a pupil to place into college-level coursework as a postsecondary student. *\*Currently the benchmark is an ACT score of 18 in English and 22 in mathematics.*
  - A career-ready endorsement. To earn a career-ready endorsement, prior to graduation from high school, a pupil must:
    - Achieve the designated proficiency level on a career readiness assessment selected by the State Board of Education. The State Board of Education shall designate the minimum proficiency level that must be achieved on the selected assessment; or
    - Satisfy the requirements for the issuance of a certificate pursuant to subsection 4 of NAC 389.800; or
    - Obtain an industry-recognized credential as adopted by the State Board of Education.

### Advanced Diploma Requirements

Required Courses/Electives	Units
English	4
Mathematics (including Algebra II or higher)	4
Science	3
World History or Geography	1
U.S. History	1
U.S. Government & Economics	1
Physical Education*	2
Health	½
Computer Education & Technology**	½
Arts & Humanities/CTE/JROTC	1
Electives	6
<b>TOTAL</b>	<b>24</b>

Students must complete the 24 credits indicated, including Algebra II or higher, and demonstrate the following:

- Maintained at least a 3.25 GPA on a 4.0 grading scale, weighted or unweighted

## Standard Diploma Requirements

~ Classes of 2022 & Beyond ~	
Required Courses	Units
English	4
Mathematics	3
Science	2
World History or Geography	1
U.S. History	1
U.S. Government & Economics	1
Physical Education*	2
Health	½
Computer Education & Technology**	½
College and Career Flex Credit***	1
Arts/Humanities/CTE	1
Electives	6
<b>Total</b>	<b>23</b>

\*A maximum of ONE credit for Physical Education II will be granted if a student participates outside of the school day in interscholastic athletics or on a drill team, marching band, dance group, or cheerleading squad.

\*\*Satisfactory completion of a semester Computer Science course offered in grades 6, 7, or 8 will meet the requirement for the use of computers.

\*\*\*College and Career Flex credit can be a 2nd or 3rd year CTE concentrator course in one program of study, a 4th year of math (including Algebra II or higher), or a 3rd year of science.

### Weighted Honors Courses

A weighted grade point factor for successful completion of Honors and Advanced Placement (AP) courses will be added as follows:

- Honors .025
- Advanced Placement (AP) .050

The weighted GPA cap for the Honors Program for students will be added as follows:

- The weighted GPA cap (maximum) for the Honors Program is no more than twenty-eight semesters (14 classes) of Honors/AP courses.

- Students will receive a weighted grade point factor of .050 for four semesters (2 classes) of AP courses and will also receive a weighted grade point factor of .025 for twenty-four semesters (12 classes) of Honors courses.
- Students who choose to enroll in only Honors level courses will receive a weighted grade point factor of .025 points for twenty-eight semesters (14 classes) of Honors courses.
- The highest possible GPA under this system is 4.80.

### College and Career Readiness

Pursuant to Assembly Bill 7 (2017), in order for local education agencies (LEAs) to count a pupil enrolled in grade 12 for apportionment purposes, the LEA has to demonstrate that the pupil is prepared for college and career success without the need for remediation. If the pupil is not, the pupil must be enrolled in a minimum of six (6) courses or the equivalent of six (6) periods per day; or, pursuant to Assembly Bill 117 (2017), a local education agency (LEA) could demonstrate that a pupil is working on preparedness for college and career success without the need for remediation through the following demonstrations:

Be on track to earning an advanced diploma (NAC 389.663), with no more than 14 courses credits remaining (i.e., three credits remaining in junior year, four credits remaining in senior year) ; or

Be on track to earning a college and career ready diploma (new section, NAC 389.663; R076-17, 2017) by successfully demonstrating at least one in the following coursework, assessment, or credential areas:

Advanced placement (AP) coursework – 5th semester benchmark

- complete two (2) honors courses in academic areas, achieving a B average or higher; or
- complete one (1) AP course, achieving a B average/'3' or higher; or
- enrollment in two (2) or more AP courses, achieving a C or better in 5th semester; or

International baccalaureate (IB) coursework

- complete one (1) IB course, achieving a B average or higher; or
- enrollment in one (1) IB course in both the 5th and 6th semesters; or

Dual-credit (DC) coursework – 5th semester benchmark

- complete one (1) DC course, achieving a B average or higher; or
- enrollment in one (1) DC course in both the 6th semester; or

Career and Technical Education (CTE) coursework – 5th semester benchmark or

- enrollment in a Level 3 CTE course, achieving a B average or higher in the CTE program of study or;
- completion of a Level 2 CTE course, achieving a B average or higher in the CTE program of study; or
- enrollment in a Level 2 CTE course, achieving a B average or higher in the CTE program of study; or

Work-based learning (WBL) coursework – 5th semester benchmark

- enrollment in one (1) approved WBL course that aligns with high-priority, in- demand occupations identified by the state (S.B. 516); or
- completion of one (1) approved WBL course that aligns with high-priority, in- demand occupations identified by the state (S.B. 516); or

Completion of the ACT with a minimum score of 18 in ACT English and a minimum score of 22 in ACT Mathematics; or

Completion of the SAT with a minimum score of 500 in SAT Critical Reading and a minimum score of 500 in SAT Mathematics; or

Completion of the ACT National Career Readiness Certificate (NCRC) with a minimum score of Silver; or

Completion of the Armed Services Vocational Aptitude Battery (ASVAB) with a minimum score of 50; or

Completion of the Career and Technical Education Skills Attainment Certificate (NAC 389.800); or

Obtainment of an industry-recognized credential pursuant to Nevada's Eligible Industry Credentialing List.

## GRADING POLICY

The quickest way to see how a student is doing is by viewing grades in the online *Gradebook*. Learning Coaches have access to this information through their own accounts 24 hours a day, 7 days a week. The *Gradebook* is located on the top right-hand corner of every course Home page. Grades are determined by a number of factors, including computer-scored online tests and quizzes (the results of which are automatically entered into the *Gradebook*) and teacher-scored assignments, like papers or reports that are submitted through the electronic *Dropbox*. Participation in threaded discussions also has an effect on grades, as do timely submission of work.

### Grading Scale

90- 100% = A	A = 4.0 grade points
80- 89.99% = B	B = 3.0 grade points
70- 79.99% = C	C = 2.0 grade points
60- 69.99% = D	D = 1.0 grade points
Below 60% = F	F = 0.0 grade points

## ACADEMIC INTEGRITY POLICY

Nevada Virtual Academy holds students accountable for doing their own work. Students who submit work as their own when it is not wholly and completely their own are guilty of cheating and/or plagiarism. Plagiarism is the deliberate representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Cheating can be defined as claiming credit for any assignment or assessment without putting forth the academic effort required for the assignment or assessment. Assisting other students in cheating or plagiarism is also considered academic dishonesty. This includes a child logging in using the parent/Learning Coach account.

Here are some clear examples of what can be considered plagiarism and cheating:

- Having a friend or parent help you on a test, even if the friend/parent just explains words or questions to you.
- Copying the words of another source (person or print) without putting those words in quotation marks.
- Using the ideas of another source without giving credit to the source, even if you are using your own words.

## NVVA Comparison to Tentative FY 24 Budget

		FY24 Tentative Budget	
<b>Managed Enrollments</b>		<b>All Funding</b>	
K5			-
MS			1,008
HS			1,205
<b>Ending Enrollment (Avg. for Totals)</b>			2,213
<b>Funding Sources</b>			
	Basic Formula Funding - K-8 and HS		19,022,948
	Special Education Funding - K-8 and HS		719,457
	PCFP ELL		361,019
	PCFP At-Risk		412,593
	Other State Unrestricted Funds		-
	State Restricted Funds - Non-SPED		-
	State Restricted Funds - SPED		-
	Federal - Title Funds		-
	Federal - IDEA Funds		-
	Other Federal Funds - ESSER III		-
	Other Funding/Inc - Included in M&T base		4,419
	Other Funding/Inc - Non M&T Base		5,000
	Title I		662,213
	Title II		182,738
	Title IV		50,074
	IDEA		265,513
	CTE		-
	AB495		-
	ARP HOMELESS		-
	ARP ESSER III		450,000
	ESSER II		250,000
	Interest Income / Other		-
<b>Total Funding</b>			<b>22,385,974</b>
<b>Instruction - Teachers</b>		<b>10,794,167</b>	<b>48%</b>
	Salary - Regular	4,134,319	18.5%
	Salary - Special Ed	787,572	3.5%
	Salary - ICs / Advisors / Counselors	678,534	3.0%
	Salary - Title	-	
	Salary - Other	-	
	Stipends	90,174	0.4%
	Salary - Leads/Masters & Interventionists	-	
	Instructional Temp/Contract Labor	37,800	0.2%
	Benefits	2,516,943	11.2%
	Bonus	-	
	Travel	56,328	0.3%
	Phone	62,939	0.3%
	Teacher Laptops	36,750	0.2%
	Non-Instructional Materials & Supplies	-	

## NVVA Comparison to Tentative FY 24 Budget

		FY24 Tentative Budget	
Managed Enrollments		All Funding	
K5		-	
MS		1,008	
HS		1,205	
<b>Ending Enrollment (Avg. for Totals)</b>		2,213	
	Conf., Teacher Training & Prof. Dev.	84,445	0.4%
	Printing, Mailing, Postage	-	
	Tuition reimb.	903	0.004%
	ISP	108,360	0.5%
	Other	43	0.0002%
<b>Total Instruction - Teachers</b>		<b>\$ 8,595,111</b>	<b>38.4%</b>
<b>Instruction - Students</b>			
	Proctored Exams & Test Administration	97,603	0.4%
	Accel Curriculum & Materials, AMP System, and Instructional Support Services	3,319,500	14.8%
	Accel Student Computers	464,730	2.1%
	ISP	-	
	Sales Tax	-	
	Other	280,038	1.3%
<b>Total Instruction - Students</b>		<b>4,161,871</b>	<b>18.6%</b>
<b>Student and Family Services</b>			
	Special Ed Contracted Svcs & Other Related Exp.	317,563	1.4%
	Field Trips	-	
	Hybrid Program	-	
	School Events	42,000	0.2%
	Annual School Reports	-	
	School Premiums	-	
	Other	11,330	0.1%
<b>Total Student and Family Services</b>		<b>370,893</b>	<b>1.7%</b>
<b>School Administration &amp; Governance</b>			
	Accel School Support Services	200,000	0.9%
	Oversight/Sponsor Fee	206,502	0.9%
	Legal Services	105,000	0.5%
	Payroll Services	60,000	0.3%
	Auditing - External	28,928	0.1%
	Board Development & Training	21,000	0.09%
	Administrator Travel	40,585	0.2%
	Administrator Phone	-	
	Admin Computer, Peripherals, & Software	-	
	Administrative Staff Salaries	1,921,490	8.6%
	Administrative Staff Benefits	627,335	2.8%
	Administrative Staff Bonus	-	



## NVVA Comparison to Tentative FY 24 Budget

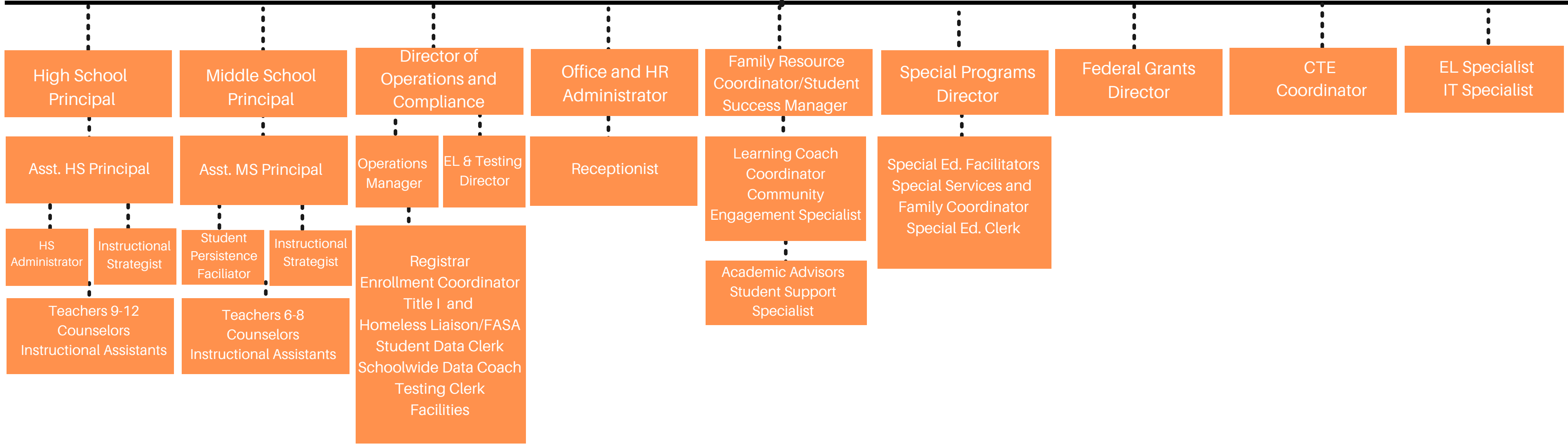
		FY24 Tentative Budget	
<b>Managed Enrollments</b>		<b>All Funding</b>	
K5		-	
MS		1,008	
HS		1,205	
<b>Ending Enrollment (Avg. for Totals)</b>		2,213	
	Consultants	-	
	Back-office Services	350,000	
	Administrative Temp/Contract Labor	378	0.002%
	Other	-	
<b>Total School Administration &amp; Governance</b>		<b>3,561,217</b>	<b>15.9%</b>
<b>Technology</b>			
	Accel Student Technology Assistance Services	331,950	1.5%
	Other	-	
<b>Total Technology</b>		<b>331,950</b>	<b>1.5%</b>
<b>Facilities / Insurance / Other</b>			
	Rent	579,600	2.6%
	Maintenance/Repair Facility	280,304	1.3%
	Water & Electric	30,837	0.1%
	Telephone	76,125	0.3%
	Internet Connection	31,500	0.1%
	Conference calls	382	0.002%
	Copier / Fax Lease	13,045	0.1%
	Outside Copying	-	
	Office Postage and Shipping	15,750	0.1%
	Office supplies and equipment	83,418	0.4%
	Computer equip. & installation	-	
	General Liability Insurance	52,227	0.2%
	Bank fees	10,779	0.0%
	Depreciation	21,000	0.1%
	Other	43,511	0.2%
<b>Total Facilities / Insurance / Other</b>		<b>1,238,476</b>	<b>5.5%</b>
<b>Total School Expenditures This Period</b>		<b>18,259,519</b>	<b>81.6%</b>
<b>Surplus (Deficit)</b>		<b>4,126,456</b>	<b>18.4%</b>
<b>Accel Charges</b>		<b>4,316,180</b>	<b>19.3%</b>
<b>NET Accel Charges</b>		<b>4,316,180</b>	<b>19.3%</b>
<b>Non-Accel Charges</b>		<b>13,943,339</b>	<b>62.3%</b>

# NEVADA VIRTUAL ACADEMY

EVERY STUDENT. EVERY DAY.

**Board Of Directors**

**Executive Director**



SPCSA

Attn:

Danny Peltier

Michael Dang

First, let me say that CSMC looks forward to working with both the SPCSA and Nevada Virtual Academy teams to make this transition as seamless as possible. We're committed to providing your team with all the information necessary to bring this RFA forward to the SPCSA Board.

I wanted to share a few brief thoughts RE: the requested information for the (1) RFA and accompanying financial plan and projections and to accompany this (2) submission of the preliminary 2023-24 budget projection, that includes the proposed Accel expenses.

We're confident we'll have a much more developed budget projection by the April submission.

Today the CSMC team met with the NVVA team. The information we're including in today's submission includes the information provided to date by Stride. Beginning in the next two weeks, we will be implementing weekly standing meetings with NVVA, CSMC and Stride, during which time we will begin to transfer and upload all financial data into our accounting system. During this time we will also verify all YTD expenses, status of grant and restricted funds expenditures and reporting, and work to gain a comprehensive understanding of all financial and compliance matters. The NVVA team has a solid understanding and CSMC's objective is to bring further transparency and clarity to NVVA team and Board, so that we can partner to develop a sound fiscal strategy and plan.

I say all of this just to let you know that as with other similar transitions, part of CSMC's role is to "trust but verify" all the numbers so that the April budget submission and accompany narrative can be as comprehensive, accurate and reliable as possible. We plan to begin this process immediately as part of an amicable partnership with Stride. In fact, today NVVA made e-introductions to the key contacts at CSMC and Stride.

Again, we look forward to working with your team.

Best regards.

# DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

Application **Renewal**

(New, Renewal or Amended)

Amended Application

(Amendment Number)

## 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 Nevada Department of Education (NDE) that all persons responsible for program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

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

Yolanda Hamilton

4/26/2022

Name and Title (Please type)

Signature

Date

**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:** 4/26/2022

## APPLICANT INFORMATION

<b>Applicant (Name of School District or Charter School)</b> Nevada Virtual Academy	<b>Mailing Address</b> 4801 S. Sandhill Rd Las Vegas, NV 89178
<b>Name and Title of Authorized Contact Person</b> Yolanda Hamilton	<b>Telephone Number</b> 702-407-1825
	<b>Fax Number</b> 702-407-5055
	<b>Email Address</b> yhamilton@nvacademy.org

### For Department use only:

**Date Received:**

Recommend for Approval by the Distance Education Program Review Committee:

\_\_\_\_\_ Date: \_\_\_\_\_

Verification by Marina McHatton, Distance Education Program Professional

\_\_\_\_\_ Date: \_\_\_\_\_

Approval by Jhone M. Ebert, Superintendent of Public Instruction

# DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

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## APPLICATION GUIDELINES AND REQUIREMENTS

### Program Requirements

Nevada school districts and charter schools that wish to provide a distance education (DE) program to students in Nevada must apply and receive approval before implementing the program. An approved Distance Education Program will be in effect for 3 fiscal years beginning on July 1 of the year the application is approved.

The application must be amended if significant changes are made within the program. Significant changes may include the addition of new programs, a change in method of instruction, change in program providers, etc. Please utilize this application form to amend your program application.

### Eligibility

Only public-school districts and charter schools in Nevada may operate a distance education program.

### Application Timeline

The Nevada Department of Education must receive an application from the school district's board of trustees or the charter school's governing body for existing programs by **May 1, 2022**, or 60 days prior to the intended start date of a program for new applicants.

The DE committee will review applications in the order they are received. If the committee recommends approval, the applicant will receive a written approval within 45 calendar days from the date the application is received. If the committee requests revisions, the applicant will have 30 calendar days from the request to correct any deficiencies and resubmit the application.

### Application Submittal and Technical Assistance

An electronic copy of the complete application (scanned with original signatures) must be provided to the NDE. If you have any questions regarding the information requested in the application, please call Marina McHatton, or Nancy Olsen at 775-687-7287, email [mmchatton@doe.nv.gov](mailto:mmchatton@doe.nv.gov) and copy [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov).

**Please submit the electronic copy to [mmchatton@doe.nv.gov](mailto:mmchatton@doe.nv.gov) and copy [nolsen@doe.nv.gov](mailto:nolsen@doe.nv.gov).**

# DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

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## Application Requirements

### Cover Page

All information requested on the cover page must be completed. An original or electronic signature of the school district superintendent, charter school principal, or appropriate designee is required. The designated contact will be contacted regarding any questions pertaining to the application.

**Please Note:** By signing the cover page, the school district or charter school representative assures the Nevada Department of Education that all persons responsible for distance education program operation will comply with all applicable Nevada Revised Statutes, Nevada Administrative Code, NDE policy and regulations, and all rules and policies of the school district or charter school.

Approved distance education program applications do not exempt a school district or charter school from adhering to NRS 388.090 requiring schools to provide a minimum of 180 days of school and does not allow districts to hold “digital days” in lieu of a traditional day of school as approved under a traditional district calendar. Refer to the “Distance Education Program Handbook” for additional program requirements not specifically addressed in this application.

**On separate pages, address each of the following areas in sequence. Use additional pages if needed.**

### **Section 1: Identify all distance education courses that will be offered as part of the distance education program.**

If a course that is currently included on the list of approved distance education courses will be offered, please identify each course, including the title of the course and the name of the provider.

For new courses that will be developed and offered by the applicant, the Distance Education Course Approval Application must be submitted (**NRS 388.838**).

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

Describe the process the school district or charter school will follow regarding the selection and enrollment of students in the distance education program. Describe who is involved in the process, what counseling is provided to the student and who ultimately approves the enrollment. (**NRS 388.850**) If you have an enrollment form/packet, please attach to the application.

If the program will accept the enrollment of students from adjacent school districts or charter schools and/or part-time from outside of the district boundaries, describe how the required written agreement from the other school district or charter school will be obtained for each student. Please provide a copy of any agreements between the school districts or charter schools including any remuneration between each school district and charter school (**NRS 388.854**).

**Please note:** Homeschooled students are not eligible to enroll in or otherwise attend a program of distance education offered by a Nevada school district or charter school (**NRS 388.850**).

# DISTANCE EDUCATION PROGRAM APPLICATION

July 1, 2022 through June 30, 2025

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## **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.**

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 (NAC 387.193, NRS 388.866).

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 with 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 (NRS 388.862).

Each student who is enrolled in a program of distance education for which a plan of study has been constructed between school district or charter school and the student must be reported weekly as enrolled and in attendance in the class (NAC 387.193).

## **Section 4: Describe how the district or charter school will assess student mastery of course content.**

Provide a description of the process the school district or charter school will follow regarding the assessment of students in the required state achievement examinations, End of Course Assessments (EOCs), and final summative assessments for a course.

- Provide a description of how required midterm/final course assessments will be administered to include proctoring.
- Provide any requirements for a student to pass a final and at what level, to receive credit.

## **Section 5: 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 (NAC 387.193).

Include any criteria that will be used to trigger additional supports for 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 Note**

A school district or charter school may not operate a program of distance education until the school district, or the charter school has received official notification of approval to operate within the State of Nevada by the Department of Education.



**Section 1: Identify all distance education courses that will be offered as part of the distance education program.**

As outlined in Appendix A, Nevada Virtual Academy (NVVA) utilizes both courses developed by Stride/K12, Inc Approved Courses.

\* Stride courses are set to expire 7/16/2022. NVVA is currently in the process of completing the renewal applications for current courses, as well as completing applications for new courses being offered for next year

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

A pupil who is enrolled in a program of distance education that has been approved pursuant to NAC 388.830 shall be deemed an enrolled pupil if, for each course of distance education in which the pupil is enrolled:

- (a) The course is included on the list of approved courses of distance education prepared and published by the Department pursuant to NRS 388.834;
- (b) The pupils' name is included in the Nevada Virtual Academy or charter school's electronic learning management system or master register of enrollment and attendance; and
- (c) Evidence of work progression by the pupil in each course as documented through the electronic learning management system used in the distance education program or the pupil has participated in a real time class session conducted by licensed personnel authorized by the school for the course.

(1) If a pupil is admitted into the distance education program during the calendar week prior to validation day as described in NRS 387.1233 and the pupil has not had work progression in each course, a pupil can be deemed an enrolled pupil if:

- (I) the school can document that the pupil has attended or participated in a required school orientation session into the program or some similar admittance process into the school; and
- (II) within the first calendar week after validation day as described in NRS 387.1233, there is evidence of work progression by the pupil in each course as documented through the electronic learning management system used in the distance education program or evidence that the pupil has participated in a real-time class session conducted by licensed personnel authorized by the school for the course; or
- (III) within the first calendar week after validation day as described in NRS 387.1233, licensed personnel have met or otherwise communicated with the pupil to discuss the pupil's progress in the courses.

Nevada Virtual Academy (NVVA) is a public, distance education, charter school under NRS 388.826. NVVA will enroll any student wishing to attend, except for those not eligible due to requirements outlined in NRS 392.040. NVVA does not allow students who are home schooled to enroll. During the enrollment process the school enrollment team requests disclosure of prior homeschooling. If the student has previously been homeschooled, a Notification of Homeschool form must be filled out with the appropriate notification action taken by the parent. Upon receipt, NVVA will forward the notification to the resident school district and the Nevada Department of Education. NVVA will permit students to be enrolled in elective courses provided by the student's home district if NVVA does not offer that particular course. This arrangement must be approved by the home district school and its written permission required.

The enrollment process begins when parents access the Stride/K12 enrollment website: ([https://k12parentportal.force.com/portal\\_sitelogin](https://k12parentportal.force.com/portal_sitelogin)) and submit the required documentation via the Stride/K12 Parent Portal. When the student application packet is complete, the family is referred to a school placement counselor. This staff member helps the family to determine the most appropriate course of study. Student courses are then loaded into the learning management and student information systems. The school-based enrollment team then sends a formal request of records to the students' previous school, requests records to be released through the student information system, Infinite Campus, and enrollment is complete. NVVA retains all student records during the schooling of students. As required by 388.846 Nevada Virtual Academy will provide written notice to the board of trustees of the school district where the pupil resides.

NVVA is a state-wide charter school. As such, continued enrollment is open to all students with the exception of those provided under NRS 386.580. NVVA may request to close enrollment pursuant to NRS 386.580. Students requesting enrollment after such a date will be placed on a waiting list according to the approval date. Students are enrolled on a first come, first served basis and are accepted for enrollment throughout the school year. If applications exceed space available, NVVA applicants will be placed on a waitlist to be enrolled in order of application sufficiency. Multiple students in a family will be enrolled at the same time based on the earliest approval date. NVVA will only enroll full-time students, including those authorized to take dual credit courses. Students not achieving Full Time status will be adjusted in Infinite Campus to reflect current Enrollment status at NVVA.

NVVA utilizes an expansive competency-based curriculum for online learning from Stride/K12 Inc. Students requesting enrollment can be placed in courses anytime throughout the school year when enrollment is approved. Students in grades 9-12 requesting enrollment will be placed in courses and assigned grades and/or a standing in courses according to the transfer grades provided by the sending school. All students are taking their 6 courses concurrently.

Students and parents sign a Student/Parent Acknowledgement stating:

- a. Students will work on each course that is assigned in the plan of study each week and to finish the course in the prescribed time frame. All course progress is documented through course records in the OLS/OMHS.
- b. Students will have one semester to complete the course work assigned to them for that semester.
- c. The parent will actively monitor student progress and contact the teacher if any issues arise.
- d. The teacher, student, and parent agree to be in two-way contact (contact between teacher and student) no less than one (1) time per week to discuss all courses and assignments which are assigned to the student. A log of contact will be maintained in the system and include the date, time and synopsis of student/teacher discussion.
- e. The grading scale, mid-term and final exam schedule, along with remediation offerings and the importance of discussing any questions or concerns early on during work on the assigned courses has been communicated to the student.
- f. The student is also expected to participate in all state and district-wide testing. The consequences for failure to uphold the agreement are discussed with parent and student. These include remediation, interventions, and possible truancy notice.

**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.**

Each pupil enrolled in a course of distance education offered through a program of distance education must be recorded in full attendance for each week that:

- (a) evidence is provided of work progression by the pupil in each course as documented through the electronic learning management system used in the distance education program or has participated in a real-time class session conducted by licensed personnel authorized by the school for the course; or
- (b) licensed personnel meet or otherwise communicate with the pupil to discuss the pupil's progress in the courses.

The verification of weekly attendance of the pupil must be included in the master register of enrollment and attendance required by NAC 387.171.

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. (NAC 387.193, NRS 388.866)

For each student who is enrolled in a program of distance education for which a plan of study has been constructed between school district or charter school and the student, must be reported weekly as enrolled and in attendance in the class. (NAC 387.193)

Nevada Virtual Academy (NVVA) will comply with NAC 385.546, NAC 388.835, NRS 388.866, NAC 391.028, and other applicable statutes to provide instruction through a teacher of record for the course. NVVA complies with all applicable statutes and regulations by maintaining attendance through the state-wide Infinite Campus system that integrates nightly.

NVVA will utilize only those distance education courses approved and authorized by the Nevada Department of Education. Students in grades 6-12 will receive competency-based instruction in all subject areas. Students in grades 9-12 will receive competency-based instruction, and will be enrolled in 6 courses, or have a plan for sequential completion of the required number of courses.

For each course, the teacher will provide coursework and related assignments that may include a combination of online and offline work. For each course, students and teachers will meet weekly for direct instruction and/or to discuss the student's progress. A detailed record of all instructional time and communication will be maintained.

Each student, parent or guardian, and teacher will have documentation which outlines: the objectives of the course, a timeline for completion, a schedule of two-way communication between the student and teacher, and how the student will be assessed.

Each pupil enrolled at NVVA must show evidence of work progression in each course each week. The student may also meet this requirement by attending synchronous classes, or by communicating with their teacher or licensed school staff. Attendance is established weekly. Therefore, a student is marked as present or absent for the entire week. Official attendance is kept by the teachers/school staff. This is accomplished through the following examples which

are then electronically kept in the master register via the student record for verification. Students shall be counted present if any of the following is established during a given week:

- Synchronous communication
- Attendance in live classes
- Phone conversation with licensed staff as documented in the learning management system
- In-person meetings as documented in the learning management system
- Asynchronous communication:
- 2-way Email communication
- Student work submissions

NVVA truancy policy is consistent with NAC 387.220.

**Section 4: Describe how the district or charter school will assess student mastery of course content.**

Nevada's system for assessing students consists of different tests administered to students enrolled in public schools, including charter schools, in specific grades and specific programs. All students enrolled in public schools, including charter schools, at a grade level where a mandated test is administered statewide, must participate in test administration (NRS 389.550, 389.805, 389.807). Nevada Virtual Academy will follow the annual Nevada Testing Calendar of the Nevada Department of Education.

Students take required state achievement assessments, both ACT and SBAC, at school facilitated testing sites throughout the state. Nevada Virtual Academy teachers administer the exams for NVVA students throughout the state. EOC exams will also be administered in this manner if they are reinstated. Final summative assessments are either proctored in person or via the third-party secure proctoring service ProctorU. ProctorU does not participate in any grading or monitoring of standards. Students must receive a passing grade for the semester to receive credit for the course; finals are weighted at 20% of the semester grade with each quarter weighted at 40%. A letter grade of A, B, D or D in a course is needed to receive credit. Students also participate in the Measurement of Achievement Progress (MAP) assessment three times a year in Reading and Mathematics. This data is used to inform instruction and review standards obtained.

Our students are required to make progress in all of their courses in order to receive full attendance. Students also participate in weekly, live "class connects" which is when students receive live instruction as well as have the opportunity to work with their peers in a variety of ways. Students can also access the recordings of each class connect in order to review content. Also, students attend a weekly homeroom class where they are engaged in two-way communication with teachers who review their progress in each of their six classes. Our most credit deficient and/or academically challenged students are assigned to our blended program where they come on campus to receive additional academic support from licensed staff.

**Section 5: Describe how the school district or charter school will monitor the progress of students enrolled in the program.**

Students enrolled at Nevada Virtual Academy are assigned a homeroom teacher and an Academic Advisor from the Student Support Team to help monitor successful progress throughout the program. Staff are provided with student trackers weekly that track students' engagement in the curriculum and attendance to live sessions. Each week homeroom teachers host a homeroom class where they check in with students about their progress in each course. Teachers use a combination of assessments built into the online curriculum and authentic student work samples to assess student mastery of standards.

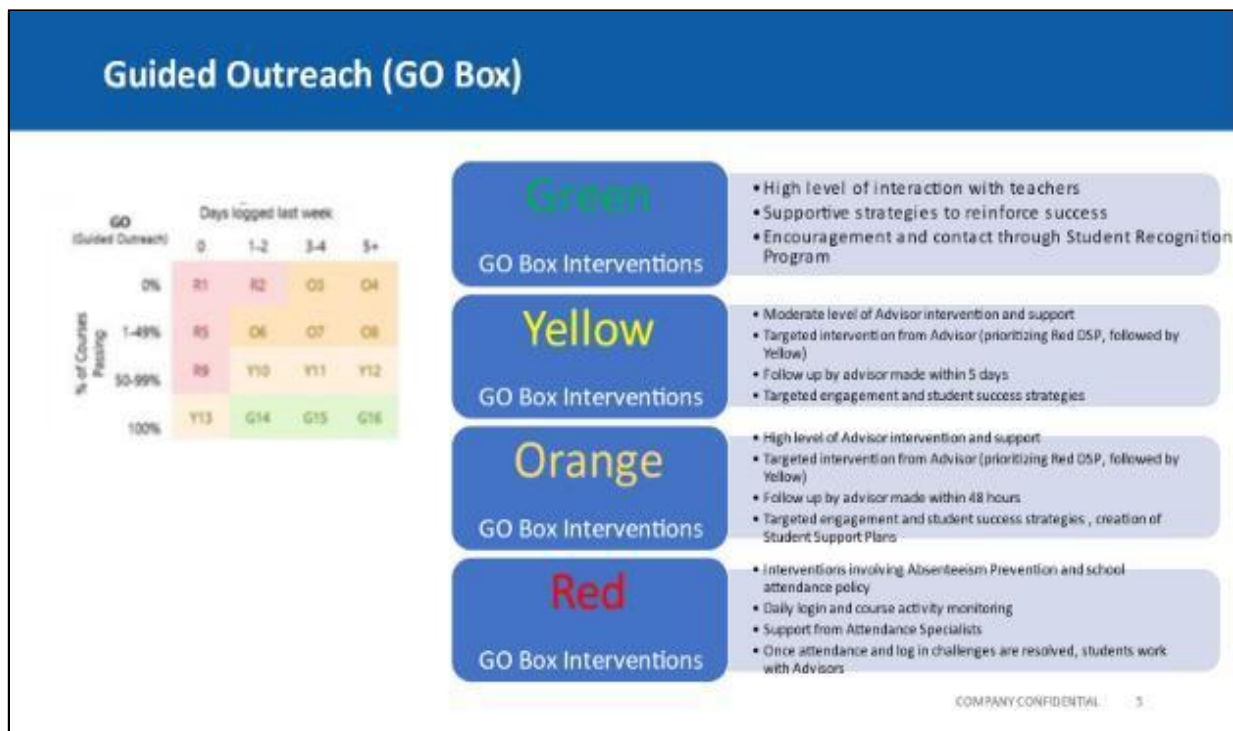
**Student Support Team**

The Student Support Team consists of grade level Academic Advisors, Learning Coach Coordinator, and Family Resource Coordinator.

**Academic Advisors:**

Each student at the time of his/her/their enrollment is assigned a grade level advisor to help monitor and support academic success. Academic Advisors provide a weekly check-in by phone, class connect or in-person. During weekly Academic Advisor check ins, students are provided with academic support identified as a Back on Track Plan, which identifies goals, grades, and assignments to support academic success.

Academic Advisors also utilize the Guided Outreach Guide (GO Box) data to determine the level of support needed based on days logged in and courses passing. The GO Box data is published twice a week. Students who are identified based on the color box, identifies the level of academic support provided by the grade level Academic Advisor. Academic Advisors also connects students to other Student Support Team members to provide wraparound support based on need.





#### Family Resource Coordinator:

The Family Resource Coordinator (FRC) connects students and parents with community referrals, provides crisis response, and supports any mental health concerns. FRC works closely with all NVVA staff to ensure students and parents have the resources they need to increase academic success.

#### Learning Coach Coordinator:

The Learning Coach Coordinator(LCC) provides support to parents of students enrolled at Nevada Virtual Academy by:

- Providing live orientation and navigation to parents to ensure students success at the time of enrollment and throughout the school year.
- Holds support conferences with parents to help with academic concerns
- Helps parents to take an active role in his/her/their students' learning.
- Collaborates with community partners to offer parent training quarterly.
- Serves as a liaison between the student, parent and school staff to help remove engagement barriers.
- Works alongside school staff to provide family events to support parent and student engagement.
- Connects parents to resources.
- Provides a monthly parent school newsletter.

#### Response to Intervention

Middle School students are placed into a specialized Response to Intervention program if they are not performing at a required academic rate. This RTI process consists of constant monitoring and evaluation of their progress towards academic goals. Students remain in RTI until their academic skills are improved. This may require more class connect sessions, face to face support and teacher intervention programs.

Appendix A

**\* Stride courses are set to expire 7/16/2022. NVVA is currently in the process of completing the renewal applications for current courses, as well as completing applications for new courses being offered for next year**

**Stride/K12 Course List**

Current Course Title	Grade
AGR110E2-PBL Agribusiness	9-12
AGR111-DYN Agriscience II	9-12
AGR310E2 Agricultural Mechanics 1	9-12
American Studies 4 Summit ED	9-12
ART010A Summit Fine Art	9-12
ART010B Summit Fine Art	9-12
ART016AD Fine Art CR	9-12
ART016BD Fine Art CR	9-12
ART020A Summit Music Appreciation	9-12
ART020B Summit Music Appreciation	9-12
ART030-DYN Art in World Cultures	9-12
ART040 Summit Art Appreciation	9-12
ART046D Art Appreciation CR	9-12
ART06A Summit Intermediate American Art II	6
ART06B Summit Intermediate American Art II	6
ART07A Summit Intermediate World Art I	7
ART07B Summit Intermediate World Art I	7
ART08A Summit Intermediate World Art II	9-12
ART08B Summit Intermediate World Art II	9-12
ART500AE3 AP(R) Art History	9-12
ART500BE3 AP(R) Art History	9-12
BUS022AE2 Office Management I NV	9-12
BUS022B Office Management I NV	9-12
BUS024AE2 Office Management II NV	9-12

BUS024BE2 Office Management II NV	9-12
BUS026AE2 Business Software Applications NV	9-12
BUS026BE2 Business Software Applications NV	9-12
BUS030 Summit Personal Finance	9-12
BUS036D Personal Finance CR	9-12
BUS045 Entrepreneurship 1	9-12
BUS055 Entrepreneurship 2	9-12
BUS065 Marketing 1	9-12
BUS120A Hospitality and Tourism I NV	9-12
BUS120B Hospitality and Tourism I NV	9-12
BUS130A-PBL Office Management I NV	9-12
BUS130B-PBL Office Management I NV	9-12
BUS330A Office Management II NV	9-12
BUS330B Office Management II NV	9-12
CAR003E3 Welcome to Stride Career Prep	9-12
CAR005E2 Middle School Career Explorations 1	8
CAR007-DYN Middle School Career Explorations 2	8
CAR010-DYN Business and Healthcare Explorations	9-12
CAR011 Business and IT Explorations	9-12
CAR017 Business and Marketing Explorations	9-12
CAR025-PBL Manufacturing Explorations	9-12
CAR100 Summit Career Planning	9-12
CAR106D Career Planning	9-12
Coffee Hour (Attendance)	9-12
College Transition 1 (Attendance)	9-12
College Transition II (Attendance)	9-12
CS Adapted Mathematics_A	9-12

CS Adapted Mathematics_B	9-12
CS Adapted Science_A	9-12
CS Adapted Science_B	9-12
CS Adapted Social Studies_A	9-12
CS Adapted Social Studies_B	9-12
CS General English A	9-12
CS General English B	9-12
CS Life Science A	9-12
CS Life Science B	9-12
ELA 2 Summit	9-12
ELA 3 Summit	9-12
ELA 4 Summit	9-12
ELA 5 Summit	9-12
ENG008 MindPlay Reading for Middle and High School	9-12
ENG010 Journalism	9-12
ENG020 Summit Public Speaking	9-12
ENG06AE3 Summit Language Arts 6	6
ENG06BE3 Summit Language Arts 6	6
ENG07AE3 Summit Language Arts 7	7
ENG07BE3 Summit Language Arts 7	7
ENG08AE3 Summit Language Arts 8	8
ENG08BE3 Summit Language Arts 8	8
ENG106A English 9 CR	9-12
ENG106B English 9 CR	9-12
ENG108AE2 Summit English 9	9-12
ENG108BE2 Summit English 9	9-12
ENG109AE2 Summit English 9 Honors	9-12

ENG109BE2 Summit English 9 Honors	9-12
ENG206A English 10 CR	9-12
ENG206B English 10 CR	9-12
ENG208AE2 Summit English 10	9-12
ENG208BE2 Summit English 10	9-12
ENG209AE2 Summit English 10 Honors	9-12
ENG209BE2 Summit English 10 Honors	9-12
ENG303AE3 Summit American Literature	9-12
ENG303BE3 Summit American Literature	9-12
ENG304AE3 Summit American Literature Honors	9-12
ENG304BE3 Summit American Literature Honors	9-12
ENG306A American Literature CR	9-12
ENG306B American Literature CR	9-12
ENG403A Summit British and World Literature	9-12
ENG403B Summit British and World Literature	9-12
ENG404A Summit British and World Literature Honors	9-12
ENG404B Summit British and World Literature Honors	9-12
ENG406A British and World Literature CR	9-12
ENG406B British and World Literature CR	9-12
ENG500AE5 AP(R) English Language and Composition	9-12
ENG500BE5 AP(R) English Language and Composition	9-12
ENG510AE5 AP(R) English Literature and Composition	9-12
ENG510BE5 AP(R) English Literature and Composition	9-12
HST016D Anthropology CR	9-12
HST026D Psychology CR	9-12
HST060-DYN Sociology I	9-12
HST061-DYN Sociology II	9-12

HST06A Summit American History Since 1865	6
HST06B Summit American History Since 1865	6
HST423A Summit US Government and Economics NV	9-12
HST423B Summit US Government and Economics NV	9-12
HST510E3 AP(R) US Government and Politics	9-12
HST540E4 AP(R) Psychology	9-12
HST550A AP(R) Human Geography	9-12
HST550B AP(R) Human Geography	9-12
HST560AE4 AP(R) World History	9-12
HST560BE4 AP(R) World History	9-12
LAW050-DYN Principles of Public Service: To Serve and Protect	9-12
Math 2 Summit	9-12
Math 3 Summit	9-12
Math 4 Summit	9-12
Math 5 Summit	9-12
MindPlay Reading 1	9-12
MindPlay Reading 2	9-12
MindPlay Reading 3	9-12
MindPlay Reading 4	9-12
MindPlay Reading 5	9-12
MindPlay Reading K	9-12
MTH06AE3 Summit Math 6	6
MTH06BE3 Summit Math 6	6
MTH07AE3 Summit Math 7	7
MTH07BE3 Summit Math 7	7
MTH08A Summit Math 8	8
MTH08B Summit Math 8	8

MTH106AD Pre-Algebra CR	9-12
MTH106BD Pre-Algebra CR	9-12
MTH113AE2 Pre-Algebra	9-12
MTH113BE2 Pre-Algebra	9-12
MTH126A Algebra 1 CR	9-12
MTH126B Algebra 1 CR	9-12
MTH128A Summit Algebra 1 NV	9-12
MTH128B Summit Algebra 1 NV	9-12
MTH129A Summit Algebra 1 Honors NV	9-12
MTH129B Summit Algebra 1 Honors NV	9-12
MTH146A Summit Integrated Mathematics Mathematics I	9-12
MTH146AD Integrated Math I CR	9-12
MTH146B Summit Integrated Mathematics Mathematics I	9-12
MTH146BD Integrated Math I CR	9-12
MTH148A Summit Integrated Mathematics Mathematics I	9-12
MTH148B Summit Integrated Mathematics Mathematics I	9-12
MTH206A Geometry CR	9-12
MTH206B Geometry CR	9-12
MTH208A Summit Geometry NV	9-12
MTH208B Summit Geometry NV	9-12
MTH209A Summit Geometry Honors NV	9-12
MTH209B Summit Geometry Honors NV	9-12
MTH246A Summit Integrated Mathematics Mathematics II	9-12
MTH246AD Integrated Math II CR	9-12
MTH246B Summit Integrated Mathematics Mathematics II	9-12
MTH246BD Integrated Math II CR	9-12
MTH248A Summit Integrated Mathematics Mathematics II	9-12



MTH248B Summit Integrated Mathematics Mathematics II	9-12
MTH306A Algebra 2 CR	9-12
MTH306B Algebra 2 CR	9-12
MTH307A Summit Practical Math	9-12
MTH307B Summit Practical Math	9-12
MTH308A Summit Algebra 2 NV	9-12
MTH308B Summit Algebra 2 NV	9-12
MTH309A Summit Algebra 2 Honors NV	9-12
MTH309B Summit Algebra 2 Honors NV	9-12
MTH326AD Consumer Math CR	9-12
MTH326BD Consumer Math CR	9-12
MTH332A Summit Integrated Math Math	9-12
MTH332B Summit Integrated Math Math	9-12
MTH346A Summit Integrated Mathematics Mathematics III	9-12
MTH346AD Integrated Math III CR	9-12
MTH346B Summit Integrated Mathematics Mathematics III	9-12
MTH346BD Integrated Math III CR	9-12
MTH348A Summit Integrated Mathematics Mathematics III	9-12
MTH348B Summit Integrated Mathematics Mathematics III	9-12
MTH500AE3 AP(R) Calculus AB	9-12
MTH500BE3 AP(R) Calculus AB	9-12
MTH510AE2 AP(R) Statistics	9-12
MTH510BE2 AP(R) Statistics	9-12
NWEA (Attendance)	9-12
ORN005 Welcome Back: Middle and High School	9-12
ORN010E5 Online Learning: Middle and High School	6, 7, 8
ORN015 Welcome to Online Career Learning	9-12

ORN100 Finding Your Path I	9-12
ORN200 Finding Your Path II	9-12
ORN300 Finding Your Path III	9-12
ORN400 Finding Your Path IV	9-12
OTH010 Summit Skills for Health	9-12
OTH016D Health CR	9-12
OTH020A Summit Physical Education	9-12
OTH020B Summit Physical Education	9-12
OTH021 Summit Personal Fitness I	9-12
OTH021A Lifetime Fitness and Wellness I	9-12
OTH021B Lifetime Fitness and Wellness II	9-12
OTH022 Summit Personal Fitness II	9-12
OTH026D Physical Education CR	9-12
OTH031-DYN Archaeology	9-12
OTH033-DYN Veterinary Science	9-12
OTH039-DYN Criminology	9-12
OTH040 Reaching Your Academic Potential	9-12
OTH050 Achieving Your Career and College Goals	9-12
OTH060-AVT Family and Consumer Science	9-12
OTH080 Summit Nutrition and Wellness	9-12
OTH090 Summit Life Skills	9-12
OTH091-DYN Law and Order	9-12
OTH092-DYN Health Science I	9-12
OTH094-DYN Health Science II	9-12
OTH095-DYN Mythology and Folklore	9-12
OTH171A Culinary Arts I NV	9-12
OTH171B Culinary Arts I NV	9-12

OTH181 Fashion Design	9-12
OTH182 Interior Design	9-12
OTH212E2 Engineering Drawing and Design 1	9-12
SCI016A Environmental Science CR NV	9-12
SCI016B Environmental Science CR NV	9-12
SCI020 Astronomy 1	9-12
SCI021 Astronomy 2	9-12
SCI06ADE3 Summit Earth Science	6
SCI06BDE3 Summit Earth Science	6
SCI07ADE3 Summit Life Science	7
SCI07BDE3 Summit Life Science	7
SCI08ADE4 Summit Physical Science	8
SCI08BDE4 Summit Physical Science	8
SCI106ADE3 Physical Science CR	9-12
SCI106BDE3 Physical Science CR	9-12
SCI116AD Earth Science CR	9-12
SCI116BD Earth Science CR	9-12
SCI206ADE3 Biology CR	9-12
SCI206BDE3 Biology CR	9-12
SCI306ADE3 Chemistry CR	9-12
SCI306BDE3 Chemistry CR	9-12
SCI330A Anatomy and Physiology	9-12
SCI330B Anatomy and Physiology	9-12
SCI500AE6 AP(R) Biology	9-12
SCI500BE6 AP(R) Biology	9-12
SCI510A AP(R) Chemistry	9-12
SCI510B AP(R) Chemistry	9-12

SCI530AE5 AP(R) Environmental Science	9-12
SCI530BE5 AP(R) Environmental Science	9-12
Social Studies Grade 2 Summit ED	9-12
Social Studies Grade 3 Summit ED	9-12
STAR360 (Attendance)	9-12
Stride Skills Arcade ELA 1	9-12
Stride Skills Arcade ELA 2	9-12
Stride Skills Arcade ELA 3	9-12
Stride Skills Arcade ELA 4	9-12
Stride Skills Arcade ELA 5	9-12
Stride Skills Arcade ELA K	9-12
Stride Skills Arcade Math 1	9-12
Stride Skills Arcade Math 2x	9-12
Stride Skills Arcade Math 3	9-12
Stride Skills Arcade Math 4	9-12
Stride Skills Arcade Math 5	9-12
Stride Skills Arcade Math 6	9-12
Stride Skills Arcade Math 7	9-12
Stride Skills Arcade Math 8	9-12
Stride Skills Arcade Math K	9-12
Stride Skills Arcade MS English 6	6
Stride Skills Arcade MS English 7	7
Stride Skills Arcade MS English 8	9-12
Stride Skills Arcade Science 3	9-12
Stride Skills Arcade Science 4	9-12
Stride Skills Arcade Science 5	9-12
Stride Skills Arcade Science 6	9-12

Stride Skills Arcade Science 7	9-12
Stride Skills Arcade Science 8	9-12
TCH027 Green Design and Technology	9-12
TCH028A-PBL Graphic Design II NV	9-12
TCH028B-PBL Graphic Design II NV	9-12
TCH031E2 Digital Photography 1	9-12
TCH032E2 Digital Photography 2	9-12
TCH035A-PBL Graphic Design I NV	9-12
TCH035B-PBL Graphic Design I NV	9-12
TCH040 Web Design	9-12
TCH111 Computer Science and Applications NV	9-12
TCH113A Computer Science II	9-12
TCH113B Computer Science II	9-12
TCH220E2-PBL Computer Science Principles	9-12
TCH250A Cybersecurity I NV	9-12
TCH250B Cybersecurity I NV	9-12
TCH350A Cybersecurity II NV	9-12
TCH350B Cybersecurity II NV	9-12
TCH421E3 Graphic Design III NV	9-12
TCH500AE2 AP Computer Science Principles	9-12
TCH500BE2 AP Computer Science Principles	9-12
TCH561AE2 Cybersecurity I NV	9-12
TCH561BE2 Cybersecurity I NV	9-12
US and Global Economics	9-12
US Government and Politics	9-12
WLG MS French IA	9-12
WLG MS French IB	9-12

WLG MS French IIA	9-12
WLG MS French IIB	9-12
WLG MS Spanish IA	9-12
WLG MS Spanish IB	9-12
WLG MS Spanish IIA	9-12
WLG MS Spanish IIB	9-12
WLG100A Spanish I	9-12
WLG100B Spanish I	9-12
WLG110A French I	9-12
WLG110B French I	9-12
WLG200A Spanish II	9-12
WLG200B Spanish II	9-12
WLG210A French II	9-12
WLG210B French II	9-12
Work Experience A (Attendance)	9-12
Work Experience B (Attendance)	9-12

## Accel Curriculum Attachment

ACCEL has chosen an instructional design plan that balances various methods within a high-quality digital curriculum to support academic excellence. Instructional strategies include the Backwards Design Method (BDM). BDM starts with the end by identifying the desired outcomes, goals, or learning objectives (Wiggins & McTighe, 1998) for a course and designing activities that promote those learning outcomes (Reynolds & Kearns, 2017). A study that compared a traditional model of curriculum design to BDM suggests teachers using a curriculum developed with the BDM outperform teachers using a traditional-designed curriculum (Kelting-Gibson, 2005).

Using a system with multiple vendors provides ACCEL with the flexibility to assemble the most robust personalized curriculum choices for students. The five curriculum vendors are all state-aligned and fully customizable, selected as a curated holistic approach to instruction.

- **AMP for Education** - core courses, grades K-5, including a wide range of diverse activities, providing a rigorous learning experience for students.
- **Accelerate Education (AED)** - core, credit recovery, electives and AP courses, grades K-5. AED's curriculum provides individualized learning paths for all students to offer a unique experience for academic success.
- **StrongMind (SM)** - core courses, grades 6-12, award-winning, rigorous, and customizable digital curriculum with simulations, games, and interactive content to ensure creativity and critical thinking. Communication and collaboration highlight engaging content using discussion boards and project-based lessons.
- **eDynamic Learning (eDL)** - elective and CTE courses. All eDL courses are chunked into small portions, and resources include diagrams, videos, slideshows, and other interactive elements to increase engagement. Teachers can provide more personalization for students by customizing any course, unit, or lesson to incorporate additional components such as videos, documents, links, and other media elements.
- **FlexPoint** – core, elective and AP courses. FlexPoint includes critical thinking and real-world application skills.

ACCEL offers a large cache of supplemental curricular resources for teachers and students to address a wide range of learners. They have been strategically selected to support the curriculum and are integrated within the Learning Management System through a Single Sign On (SSO) experience. The variety of supplemental resources includes:

- i-Ready Diagnostic & Instruction
- IXL
- BrainPop
- Newsela
- Khan Academy
- Pear Deck
- Kahoot
- Go Noodle
- CK-12
- iCivics
- Typing.com
- Raz Kids



- Code.org
- Sora

## Operations Plan: Leadership Team

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## Matriculation Attachment

### MIDDLE SCHOOL PROMOTION

#### Percentage Requirements for End of Year Promotion

Math	100% (with mastery of Semester 1 and Semester 2 exams)
Language Arts	100% (with mastery of Semester 1 and Semester 2 exams)
Science	100% (with mastery of Semester 1 and Semester 2 exams)
History	100% (with mastery of Semester 1 and Semester 2 exams)
Art	80-100%
Music	80-100%
Foreign Language	100%

#### Percentage Requirements for Course Promotion During the School Year

No course promotions or placements changes will be made until after September 21<sup>st</sup>. Administration has the discretion to hold off on a course promotion if other courses are lagging behind. Teachers will send “in year” promotion requests when a course is 95% mastered and completed in the “view core lessons” view of the OMS. However, the course will still require 100% completion/mastery and submission of all semester exams before beginning the next course if the promotion occurs during the school year.

If a child is promoted to a new course during the school year, it is expected that he/she begins working in the new course as soon as it is assigned, so that the child may satisfy the 180-day school attendance requirement.

Percentages will be taken from the “view core lessons” view of the OMS.

Math	100% (with mastery of Semester 1 and Semester 2 exams)
Language Arts	100% (with mastery of Semester 1 and Semester 2 exams)
Science	100% (with mastery of Semester 1 and Semester 2 exams)
History	100% (with mastery of Semester 1 and Semester 2 exams)
Art	80-100%
Music	80-100%

## Requirements to Promote within Middle School and to High School

In order for a student to be considered for promotion to 7th grade, they must have accomplished the following in their 6th grade academic year:

- Pass 3 out of 4 ELA or Math Semesters
- Pass at least 1 semester of Science

In order for students to be promoted from Middle School to High School, the following requirements must be met in grades 7 and 8:

- 3 Semesters of Math Credit
- 3 Semesters of Language Arts Credit
- 2 Semesters of Science Credit
- 2 Semesters of History Credit

\*\* Failure to meet these credit requirements may result in the student being retained. \*\*

## Promotion for Students Working Over the Summer

Students who will continue enrollment with Nevada Virtual Academy for the next year may continue working over the summer if approved by school administration. If this accommodation is granted, student access to the curriculum will end as outlined by the school. Please note that NVVA teachers will not be available during the summer. If a student chooses to work over the summer to meet the end of year promotion requirements, he/she will need to complete the “end of year” promotion percentages, by the timeline outlined by the school.

Grades for the 2<sup>nd</sup> Semester are calculated and reported at the end of the school year. Previous year report card grades will not be changed to include work completed over the summer.

However, progress will be counted toward the requirements for course promotion.

## Special Education Attachment

### SPECIAL EDUCATION AND 504 SERVICES

Special education is the provision of services to students with an identified handicapping condition who require specialized instruction and possible accommodations, modifications, and related services in order to benefit from their education. Like any public school, Nevada Virtual Academy is responsible for providing a Free and Appropriate Public Education (FAPE) under the federal guidelines of the Individuals with Disabilities Education Act (IDEA). As a charter school, Nevada Virtual Academy is required to provide access to the curriculum for students in their least restrictive environment. For students with a current Individualized Education Program (IEP), special education teachers and supporting staff members are expected to follow the components within the IEP.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with a handicap. Nevada Virtual Academy has responsibilities to identify, evaluate, and provide access to appropriate educational services if a child is determined eligible. For students with a current 504 plan, the general education teachers are expected to follow the accommodations, modifications, and other services.

The school identified its School Counselors as Section 504 Coordinator of their assigned cohort to assure compliance and appropriate services for all students.

Students who are identified as special education students and served under an Individual Education Plan (IEP) must follow school compliance requirements unless exempt or adjusted within the IEP.

The noncompliant process should be followed consistently for ALL students at the school. When a special education student reaches the last level of noncompliance where the school would normally institute administrative withdrawal, the special education manager needs to be notified. A Manifestation Determination meeting (MDM) will need to be held with the entire IEP team, including parents, as mandated by state guidelines. During this meeting, the determination will be made as to whether or not the student's disability contributed to the noncompliant status and if so, the IEP can be modified as appropriate to better meet the student needs. If not, then the noncompliant policy will be followed in the same manner as any other student.

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## RESPONSE TO INTERVENTION (RTI)

Response to Intervention (RTI) is the process teachers use to address specific student's academic and behavioral concerns. Teachers, students and families are active participants of the process. Parents are notified throughout the process and provided guidance on how to appropriately assist in implementing the interventions. Through a three-tiered process, interventions are put into place to aid the student in becoming successful in his/her area of weakness. If the interventions do not positively affect the student or all parties do not see academic improvement, then further testing may be warranted to determine whether a student is eligible for special education services. It is the ultimate goal of the RTI process to identify the child's academic and/or behavioral concern and match the appropriate intervention. Teachers will work closely with the RTI team to find and implement appropriate scientifically researched interventions. If a parent has an academic or behavior concern for their child, they should first bring them to the teacher's attention to begin the process.

## SPECIAL EDUCATION RELATED SERVICE

As a student/learning coach, your individual education plan (IEP) team may determine certain related services are required to access and make progress. As a school we are required to supply you with the services that are outlined in your IEP. You have a responsibility to be present for your scheduled appointments with the service providers. However, there are times when appointments are missed or need to be rescheduled. The following steps must be followed when these occurrences happen:

- 1) Set times that you can realistically be available for service with your provider.
- 2) Inform the provider at least 24 hours prior to a missed session or upon immediate discovery that you will not be able to make your appointment and agree to a rescheduled time.
- 3) Failure to contact that provider in a timely manner will result in a referral to the appropriate administrator/designee for further action.

Please remember that these related services were determined as necessary to help you access and be successful with your course of study. Attendance is required. We want you to succeed! Let's work together to make that happen.

## STUDENT SUCCESS PROGRAM

The Student Success Program (SSP) empowers students to overcome challenges and while promoting academic success. Students are referred to the program based on low engagement. The Student Success Program consists of grade level Advisors, Learning Coach Coordinator (LCC) and the Family Resource Coordinator (FRC). Each team member provides support based on the needs of each student.

**Advisors:**

- Promote successful onboarding and meaningful connections to all families.

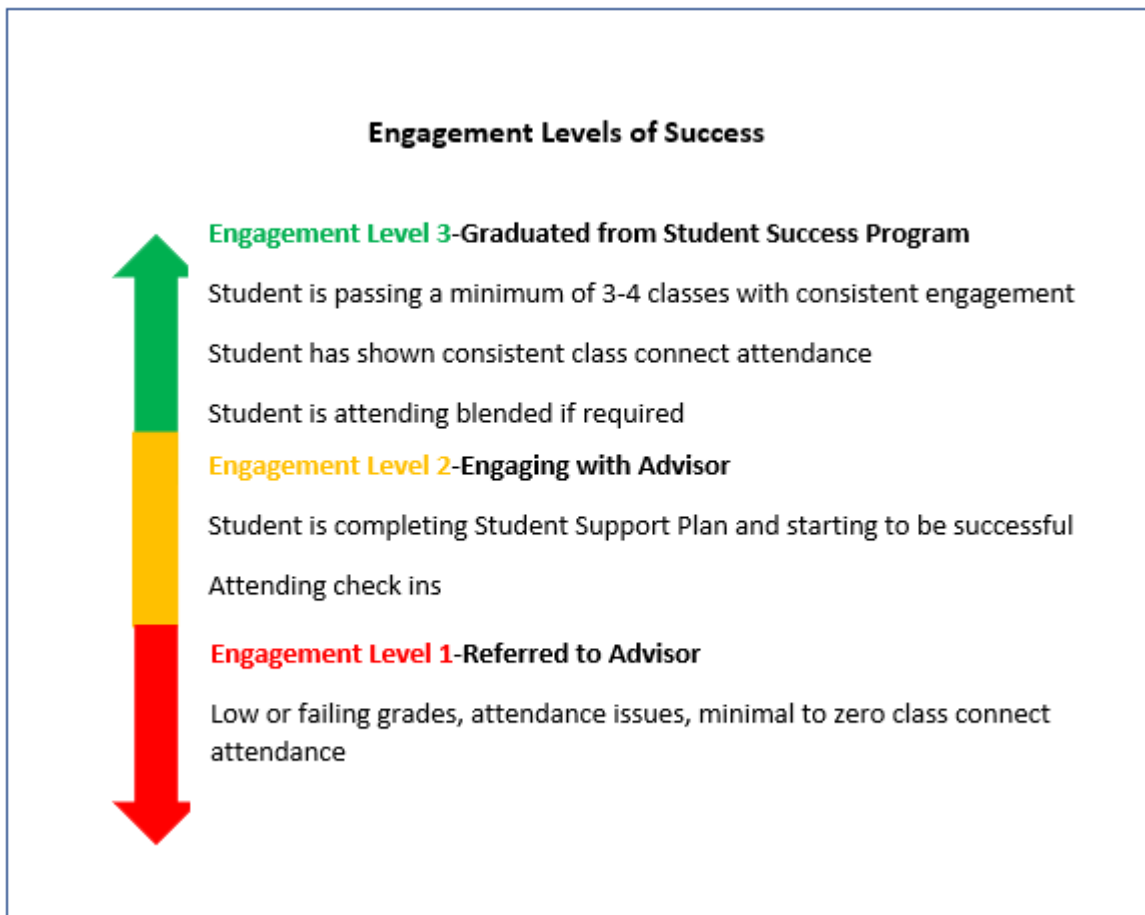
- Identify students needing additional layers of academic support.
- Implement Student Success Plans to help students succeed and get back on track academically.
- Facilitate weekly check-ins with students to help support student engagement.
- Collaborate with school staff.

**Learning Coach Coordinator (LCC):**

-Supports parents of students referred to the Student Success Program by helping with navigation, advocacy and community resources.

**Family Resource Coordinator (FRC):**

-Helps connect both student and parent to community resources and school level social-emotional support. The Family Resource Coordinator also provides 24/7 crisis response.



**Engagement Levels of Success Chart:**

Students are referred to the Student Success Program based on:

- Failing three or more classes
- Has yet to make progress in all classes or has zeroes
- Falls into part time status
- Missing required Blended attendance if applies

**Engagement Level 1:**

Students are referred to an Advisor for support.



Both the Learning Coach and student are required to meet with the Advisor. A Student Success Plan(SSP) is created to help the student to get back on track. The Learning Coach Coordinator(LCC) supports the Learning Coach during referral. Students will be required to attend weekly Check In class connect. Students are expected to start completing the SSP.

**Engagement Level 2:**

Students continue to make progress on his/her/their SSP. Students continue to attend weekly check ins.

The Learning Coach Coordinator(LCC) continues to support the Learning Coach as needed.

**Engagement Level 3:**

Students who have shown consistent engagement based from his/her/their Advisor. Student has graduated the Student Success Program.

\*Students who have graduated from the program can be referred back if engagement decreases multiple times throughout a school year.\*

**Non-Engagement Program Policy:**

Students who do not work the Engagement Levels of Success based on the program outline, will be required to attend an Administration meeting with the Learning Coach to discuss barriers. Failure to attend required meetings may result in reviewing school enrollment.

## Special Education – Continuum of Services Attachment

### Determination by IEP Team

- a. The student’s educational placement must be determined by a group of persons, including the parent, and other persons who are knowledgeable about:
  - the student;
  - the meaning of the evaluation data; and
- b. The placement options. The IEP team determines the student’s placement.
- c. When the student requires a level of placement which is not available at the charter school, the school will contact a representative from the student’s county school district of residence, and together they will determine the location of placement once the IEP team has determined the appropriate placement.

### Change of Placement

- a. If at any time the charter school proposes or refuses to change the student’s educational placement, in response to a parent request, the parent must receive prior written notice, as described in Chapter 3.0 Prior Notice.
- b. A revision IEP is required when:
  - the charter school personnel or a student’s parent believe that the student’s placement may be
- b. inappropriate; or
  - a significant change in the student’s placement is being considered by the school.

The Least Restrictive Environment (LRE) standard requires the charter school to ensure that, to the maximum extent appropriate, students with disabilities

- a. are educated with students who are not disabled; and
- b. that special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The LRE standard requires the charter school to ensure that students with disabilities participate with non-disabled students in non-academic and extracurricular services and activities to the maximum extent appropriate. Such activities may include: meals, recess periods, counseling services, athletics, transportation, health services, recreational activities, special interest groups, field trips, assemblies, clubs sponsored by the charter school, and employment opportunities. LRE requirements apply to both eligible school age students and preschool children.

### CONTINUUM OF PLACEMENT DECISIONS

The charter school is required to ensure that a variety of placement options is available to meet the needs of students with disabilities for special education and related services. The continuum must provide for supplementary services (such as resource room or itinerant instruction) in conjunction with placement in a regular education class. The continuum includes, as appropriate, instruction in:

- a. regular education classes;
- b. regular education classes with resource room;
- c. self-contained programs;
- d. community-based programs;

- e. home instruction;
- f. hospitals or institutions.
- g.** Working with County School Districts to obtain and utilize their resources, the charter school can further discuss special classes and special schools as an option for appropriate instruction.

## 6-8 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
6th Grade Language Arts	A	Language Arts	SM	English 6 (1 of 2) analyzes informational texts, including biographies, primary documents, instructional documents, film reviews, and persuasive letters. Reading selections include the novel <i>The Road</i> by Jack London and informational texts on topics such as the science behind sunsets, the lives of important historical figures, the history of the Olympics, and the process of flotation used by archaeologists. Reading selections demonstrate concepts such as explicit and implicit information, central ideas and key details, and claims and arguments.
6th Grade Language Arts	B	Language Arts	SM	English 6 (2 of 2) explores literary texts from various genres, including novels, short stories, poems, and plays. Readings include <i>The Wonderful Wizard of Oz</i> by L. Frank Baum, excerpts from <i>Little Women</i> and <i>The Adventures of Tom Sawyer</i> , and poetry by Robert Louis Stevenson, Robert Frost, and Carl Sandburg as well multimedia readings of several videos of famous poems to demonstrate explicit and implicit information, theme, characters, plot, poetic techniques, and figurative language.
6th Grade Math	A	Math	SM	Math 6 (1 of 2) builds on previously learned concepts such as adding, subtracting, multiplying, and dividing and deepening knowledge of arithmetic with fractions, decimals, and negative numbers to solve real-world problems. Topics included: ratios, unit conversions, geometry, and working with equations.
6th Grade Math	B	Math	SM	Math 6 (2 of 2) builds on previously learned concepts such as adding, subtracting, multiplying, and dividing and deepening knowledge of arithmetic with fractions, decimals, and negative numbers to solve real-world problems. Topics included: ratios, unit conversions, geometry, and working with equations.
6th Grade Science	A	Science	AED	Science 6 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
6th Grade Science	B	Science	AED	Semester B of Integrated Science grade 6 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
6th Grade Social Studies	A	Social Studies	SM	Social Studies 6 (1 of 2) explores geographical, social, economic, and political foundations of early civilizations in Mesopotamia, Egypt, Ancient Israel, and India as they shift from nomadic societies to agricultural societies. The study of these civilizations includes the impact of geography, early history, cultural development, and economic change. The geographic focus includes the study of physical and political features, economic development and resources, and migration patterns.
6th Grade Social Studies	B	Social Studies	SM	Social Studies 6 (2 of 2) explores the geographic, political, economic, and cultural development of ancient Greece, Rome, and China and applies historical thinking skills to understand implications of ancient literature, art, and philosophy on later Western culture. The course examines the birth and spread of Judaism, Christianity, Taoism, and Confucianism.
7th Grade Language Arts	A	Language Arts	SM	English 7 (1 of 2) explores informational texts, including biographies, personal accounts of events, presidential speeches, persuasive letters, and differences between types of musical genres. Readings include texts about historical figures such as <i>The Story of My Life</i> by Helen Keller, Jane Goodall, and Zora Neale Hurston to demonstrate concepts such as explicit and implicit information, central ideas and key details, and claims and arguments.
7th Grade Language Arts	B	Language Arts	SM	English 7 (2 of 2) analyzes literary texts from novels, short stories, fairy tales, poems, and plays. Readings include <i>Alice's Adventures in Wonderland</i> by Lewis Carroll, excerpts from <i>Black Beauty</i> , and poetry by Emily Dickinson, Robert Frost, William Wordsworth to demonstrate concepts such as comparing how written texts are portrayed in film or audio and ways to understand explicit and implicit information, theme, characters, plot, poetic and dramatic techniques, and figurative language.
7th Grade Math	A	Math	SM	Math 7 (1 of 2) explores adding, subtracting, multiplying and dividing rational numbers by using analogies, number lines, rules, and properties. Topics include solving problems involving proportional relationships given in tables, diagrams, graphs, equations, and verbal descriptions. Geometry topics include solving problems involving scale drawings, circles, angle relationships, areas, volumes, three-dimensional shapes, and drawing geometric shapes.
7th Grade Math	B	Math	SM	Math 7 (2 of 2) explores subtracting and dividing rational numbers by using different methods to perform four operations. Topics included: interpreting proportional relationships and equivalent expressions, writing and solving linear equations and inequalities to solve real-world problems, comparing two data sets of random samples using their center values and variability measures to make conclusions about populations. Geometry topics include solving problems that involve the area, surface area, volume, and cross-sections of two- or three-dimensional objects.
7th Grade Science	A	Science	AED	Science 7 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.

## 6-8 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
7th Grade Science	B	Science	AED	Semester B of Integrated Science Grade 7 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
7th Grade Social Studies	A	Social Studies	AED	This study of the history of the United States emphasizes how ideas, events, and philosophies have shaped the nation. Students will learn about America's past while mastering the skills of historical interpretation. Study begins with the earliest arrivals of people and ends with the conclusion of the Civil War.
7th Grade Social Studies	B	Social Studies	AED	Social Studies grade 7 is a continuation of the first semester with an emphasis on how historical ideas, events, and philosophies have shaped the United States. Beginning with Reconstruction, this course uses the same skill development approach to guide students through U.S. history to the present.
8th Grade Language Arts	A	Language Arts	SM	English 8 (1 of 2) explores analysis of literary and informational texts, including novels, short stories, myths, poems, magazine articles, and autobiographies. Readings include The Call of the Wild, short stories such as "The Lottery" and "The Tell-Tale Heart," and infographics and videos to demonstrate concepts such as explicit and implicit information, theme, central idea, figurative language, grammar, usage, and punctuation. Writings include the planning, creating, writing, revising, and editing of a fictional narrative.
8th Grade Language Arts	B	Language Arts	SM	English 8 (2 of 2) explores literary and informational texts, including novels, short stories, poems, articles, and political speeches. Readings include excerpts from the novels Fahrenheit 451, Hatchet, and Black Beauty, informational texts about topics such as global warming, fast food, the widespread presence of corn in food, and how sleep affects learning ability, infographics and videos to demonstrate concepts such as explicit and implicit information, theme, central idea, figurative language, grammar, usage, punctuation. Writings include informational and argument.
8th Grade Math	A	Math	SM	Math 8 (1 of 2) explores rational and irrational numbers, solving linear equations from contextual situations, and analyzing properties of functions with a focus on linear functions.
8th Grade Math	B	Math	SM	Math 8 (2 of 2) explores multi-step equations and proportions, applies knowledge of proportional relationships to geometry to perform transformations on figures, and prove similarity of figures through a series of transformations. Topics included: analyzing linear relationships and functions, solving systems of linear equations using different methods, application of algebraic skills to statistics, analyze and interpret patterns in bivariate data, and finding volumes of circular three-dimensional objects.
8th Grade Science	A	Science	AED	Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
8th Grade Science	B	Science	AED	Semester B of Integrated Science Grade 8 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
8th Grade Social Studies	A	Social Studies	SM	Social Studies 8 (1 of 2) explores early American history from pre-Columbian era and closely examines the evolution from the British Colonies to the creation of the United States. A close look at the ideology of the framing documents and nature of the American republic set against the backdrop of the challenges of growth and sectional divisions and conflict.
8th Grade Social Studies	B	Social Studies	SM	Social Studies 8 (2 of 2) explores westward expansion, early Spanish missions in western North America through to Reconstruction, the Second Industrial Revolution, and connects these events to how policies and cultures are shaped. Topics included: causes and effects of the Texas Revolution and the Mexican American War; the California gold rush; American Civil War, Indian Wars of the 19th Century.

## 6-8 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Middle School PE 6/7	S (1 Semester ONLY)	Physical Education	FLEX	You will reach new levels of fitness in this course through sports, dance, aquatics, and more. A friendly cast of course characters will guide you through exercising safely, activities that target different areas of your body, and reaching new goals.
Middle School PE 7/8	S (1 Semester ONLY)	Physical Education	FLEX	Team sports, extreme sports, and outdoor sports are among the types of activities students learn about and participate in during this course! This interactive, highly animated course helps students learn safety rules for exercise, how to improve skills, and how to establish and accomplish goals. It also provides an overview of many dual, team, extreme, and outdoor sports.  Students have the opportunity to earn a national award by participating in the Presidential Fitness Challenge. Practicing game strategy to improve the chance of winning in competition, improving sport skill and performance, diversity in sports, nutrition, peer pressure, and making good choices balance out the topics students discover in this course. Fitness logs help students monitor physical activities. Students complete projects that lead to the knowledge, skills, and values they need to implement and maintain a physically active lifestyle.
MS 2D studio art	S (1 Semester ONLY)	Electives	EDL	Do you like to draw, paint, or take pictures? Whatever medium you prefer, this course will teach you the design elements and principles needed to create a work of art and explore your artistic inspirations. You'll also travel back in time to look at art in different cultures and learn about the art of critiquing. Let's turn your creative dreams into reality!
MS Art Digital Art & Design	S (1 Semester ONLY)	Electives	EDL	The world is filled with so many different forms of art - including digital art. In this course, you'll explore this special genre of art found in everything from advertising to animation to photography and beyond. Additionally, you'll tap into your creative side to create digital art and make it come alive!
MS Exploring Business	S (1 Semester ONLY)	Electives	EDL	Are you interested in business, leading people, or making decisions to help a business be successful? While there are many different career choices in the field of business, in this course, you'll discover options such as management, human resources, business operations, information management, and accounting. Explore the skills you'll need, common tasks, the technology used, and characteristics of various business careers.
MS Exploring Health Science	S (1 Semester ONLY)	Electives	EDL	Where do healthcare workers spend their days? What do they really do? From cruise ships to sports arenas, you can find healthcare workers in many places that you might not expect. Explore this field, including what it would be like to work in a medical lab. Learn what it takes to keep you and your patients safe, and begin to learn about the human body and basic first-aid.
MS Exploring Music	S (1 Semester ONLY)	Electives	EDL	What comes to mind when you hear the word 'music'? Do you think about your favorite band or artist? In this course, you'll learn about how we hear music; how music affects our lives; essential elements of music like rhythm, pitch, and harmony; different musical genres; singing and your voice; various instruments; music composition; and the history and culture of music over the years.

## 9-12 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Algebra I	A	Math	SM	Algebra 1 (1 of 2) explores the application of properties to simplify expressions with exponents and radicals, relationships between rational and irrational numbers, solving linear equations and inequalities, applying knowledge of linear equations and inequalities to solve and graph systems of linear equations and inequalities, applying operations on polynomials, factoring quadratic expressions, and solving quadratic equations using different methods.
Algebra I	B	Math	SM	Algebra 1 (2 of 2) explores the analysis of different types of functions presented as equations, graphs, tables, verbal descriptions, identifying key features applied to real-world problems, using key features to compare different types of functions, transformations of functions, statistics, interpreting and analyzing data sets, as well as causation and correlation.
Algebra II	A	Math	SM	Algebra 2 (1 of 2) explores solving quadratic equations with complex solutions and performs operations on polynomials, uses polynomial identities to solve problems, analyzes polynomial functions using different representations, and solves polynomial equations graphically, works with rational functions, and performing arithmetic operations on rational functions to graph them.
Algebra II	B	Math	SM	Algebra 2 (2 of 2) explores radical equations, rewriting expressions involving radicals, and graphing and solve radical equations. Concepts of trigonometry include ratios and using the unit circle to understand them, graph sine, cosine, and tangent functions, and explore key features to prove and apply trigonometric identities.
American Government	S (1 Semester ONLY)	Social Studies	SM	US Government (1 of 1) examines the history and philosophy of the United States government and the guiding principles of democracy. Topics included: analysis of the United States Constitution, functions and duties of the three branches of government, the role of the Supreme Court, civic engagement in political process, the rights and responsibilities of citizens, government systems of the world, political parties, interest groups, and the media in shaping the government.
Biology	A	Science	AED	<p>Biology A introduces students to the scientific method and the major concepts of biology from an historical and practical viewpoint. The three major themes of this course are the cell, the molecular basis of heredity, and the interdependence of organisms. Students who take this class will have a deeper appreciation for the complexities of living organisms. Life on this planet, unlike anywhere else in the observable universe, is complex and highly organized. Whether examining life on the molecular or the planetary level, it exhibits a highly organized structure that inspires awe by its genius and complexity. In the last 50 years, discoveries have launched new branches of biology that have transformed the daily routine, from conception to death. New challenges await, such as the current crisis in ecology, global warming, and the resurgence in viral disease. To make rational choices in the 21st century, the citizen must have a basic understanding of biological concepts and the reasoning behind them. Biology A is presented in a multimedia format using interactive modules, labs, narrated animation, text, and videos to present the study of life on this planet.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam. Teacher feedback is provided throughout the course.</p>
Biology	B	Science	AED	<p>Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam. Teacher feedback is provided throughout the course.</p>
Calculus	A	Math	FLEX	<p>Students in this course will walk in the footsteps of Newton and Leibnitz.</p> <p>An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.</p>
Calculus	B	Math	FLEX	<p>Students in this course will walk in the footsteps of Newton and Leibnitz.</p> <p>An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, and integration of algebraic, trigonometric, and transcendental functions, and the applications of derivatives and integrals.</p>
Chemistry	A	Science	AED	<p>Chemistry A introduces students to the science of chemistry beginning with exploring why scientists are interested in studying matter at a submicroscopic level. Students will continue to learn how scientific methods are used to understand the natural world and will continue to develop their skills in this area. Chemistry A covers topics in the characteristics of matter, atomic structure, chemical periodicity, chemical bonds and compounds, and chemical formula writing and naming. An algebra background is recommended because of the amount and type of math involved.</p>

## 9-12 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Chemistry	B	Science	AED	Chemistry B builds on the concepts and skills learned in the first semester as students continue to explore the properties of matter and the changes it undergoes. Chemistry B covers topics in chemical reactions and stoichiometry, gases, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry, and biochemistry. An algebra background is recommended because of the amount and type of math involved.
Earth Science	A	Science	AED	The first three modules of Semester 1 cover Scientific Inquiry, the Structure and Composition of the Universe, and the Features of the Solar System. Students learn the importance of scientific inquiry and how to communicate the results of scientific investigations. They then have material on the formation of the universe, including the Big Bang Theory, the motions of celestial objects, and stellar evolution. The third module covers material related to the Solar System, including features of the Sun and the planets and the movements of Earth. The second three modules of Semester 1 cover Weather, Climate, and Earth's Water Cycle. Students first learn in Module 4 about the atmosphere and clouds, as well as the factors that influence local and global climate. In Module 5 they continue by learning about weather and air masses, meteorology and storms. Module 6 then discusses the water cycle, including groundwater and ocean features, as well as water scarcity and pollution.
Earth Science	B	Science	AED	The first three modules of Semester 2 cover the physical structure of the Earth and Earth's tectonic system, including the rock cycle, tectonic activity, and mountain building. It then covers weathering and erosion and soil formation. The next material in the course then addresses the concept of systems; it addresses the Earth as a system, feedback in systems, and Earth's major nutrient cycles. The second three modules of Semester 2 cover geologic history, including the evolution of Earth's atmosphere, the geologic time scale, and the fossil record. It then goes over natural resources and the effects of human population on natural resources. The course wraps up with a discussion of human society and its interconnectedness with the Earth's environment, how science and technology work together, and the technological design process in earth science applications.
Economics	S (1 Semester ONLY)	Social Studies	SM	Economics (1 of 1) explores principles to make informed decisions about personal finance, develop a broader understanding of national and international economic decisions and policies. Topics included: why economics impacts history, distribution of wealth, and quality of life for all members of society.
English 10	A	Language Arts	SM	English II (1 of 2) examines reading, writing, and analysis of informational texts, argument texts, and videos to demonstrate understanding of explicit and inferred meaning, textual evidence, central ideas, arguments and claims, organizational structures, figurative and rhetorical language, and the effect of word choice on tone. Skill building focuses on spelling, grammar, usage, punctuation, domain-specific vocabulary, context clues, and affixes. Writing topics include an informational essay and an argument essay.
English 10	B	Language Arts	SM	English II (2 of 2) explores reading, writing, and analysis of literary texts from around the world and across history. Readings include Antigone by Sophocles, among others to demonstrate understanding of textual evidence, themes, inferences, characterization, figurative language, figures of speech, and literary devices, as well as building about foundational knowledge of context clues, word nuances, affixes, phrases, clauses, and parallel construction. Writing topics include a literary analysis essay and a personal narrative essay.
English 11	A	Language Arts	SM	English III (1 of 2) examines reading, writing, and analysis using both informational and argument texts. Readings include seminal US texts such as "What to the Slave Is the Fourth of July?" by Frederick Douglass, speeches, court documents, and scientific articles to explore textual evidence, central ideas, inferences, word choice, figurative language, spelling, hyphens, contested usage, figures of speech, and reference materials. Writing topics include a researched informational essay and a researched argument essay.
English 11	B	Language Arts	SM	English III (2 of 2) explores reading, writing, and analysis using both informational and literary texts. Readings include poetry and drama, such The Crucible by Arthur Miller to demonstrate literary elements of plot, setting, character, themes, and central ideas. Comparing works from different time periods, reviewing context and word nuances, and learning about punctuation, style manuals, phrases, clauses, and parallel structure to improve reading and writing skills. Writing topics include a fictional narrative and a literary analysis.
English 12	A	Language Arts	SM	English IV (1 of 2) explores analysis of informational and argument texts. Readings include seminal US texts such as the Declaration of Independence, presidential speeches, court documents, and articles related to innovative technology to demonstrate rhetoric, figurative language, theme, purpose, specialized vocabulary, text structure, word nuances, inferences, research, evidence, and reference sources. In addition, students learn about context clues, contested usage, and syntax errors. Writings include a researched informational essay and a researched argument essay.
English 12	B	Language Arts	SM	English IV (2 of 2) analyzes narrative texts from British literature—from the Middle Ages through modern times. Demonstrated skills include explicit and implicit meanings, figurative language, literary devices, central ideas, themes, and narrative and structural elements. Writings include a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing and contrasting two British literature texts of different eras.
English 9	A	Language Arts	SM	English I (1 of 2) explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include The Princess and the Goblin by George MacDonald, among others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, and figurative and connotative language, and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.



## 9-12 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
English 9	B	Language Arts	SM	English I (2 of 2) explores reading, writing, and analysis using both informational and literary texts. Readings include Anthem by Ayn Rand, among other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.
Geometry	A	Math	SM	Geometry (1 of 2) explores writing formal proofs and constructing geometric figures. Topics included: transformations to explain the concepts of congruent and similar figures with a focus on the properties of congruent and similar triangles. Properties are proved with postulates, theorems, and formal proofs, as well as trigonometric ratios and their applications to real-world situations.
Geometry	B	Math	SM	Geometry (2 of 2) explores writing formal proofs and constructing geometric figures. Topics included: slopes, midpoints, distance formula with a focus on their applications in coordinate proofs, theorems about circles as well as concepts related to circles, and two- and three-dimensional figures and probability.
Physical Science	A	Science	AED	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.
Physical Science	B	Science	AED	This is an introduction to the Physical Sciences and scientific methodology. The objectives are to impart a basic knowledge of the physical properties and chemistry of matter. Skills are developed in the classroom, and reinforced through homework reading, and interesting labs that relate to everyday life.
Physics	A	Science	AED	Students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion, energy, and simple machines. Students apply mathematical concepts such as graphing and trigonometry in order to solve physics problems.
Physics	B	Science	AED	Physics B continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig-based course. It is assumed you know and can use trigonometry.
PreAlgebra	A	Math	FLEX	Read, set, go! Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.
PreAlgebra	B	Math	FLEX	Read, set, go! Pre-Algebra is all about training to run the race of high school math. Students will strengthen their skills in topics like linear relationships, functions, and equations, and learn new skills that prepare them for Algebra 1. This course is designed with interactive learning and real-world activities to strengthen students' math muscles for the race ahead.
Pre-Calculus	A	Math	AED	In this course, students will understand and apply concepts, graphs and applications of a variety of families of functions, including polynomial, exponential, logarithmic, logistic and trigonometric. An emphasis will be placed on use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph. A scientific and/or graphics calculator is recommended for work on assignments, and on examinations.
Pre-Calculus	B	Math	AED	Pre-Calculus Part B covers the major units of Introductory Trigonometry and Graphs, Trigonometric Equations and Identities, Analytical Trigonometry, Sequences and Series, Conic Sections and an Introduction to Calculus. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
US History	A	Social Studies	AED	This course covers the discovery, development, and growth of the United States. Major topics include; American Indian cultures, European colonization of the Americas, and the causes and effects of the American Revolution. Geographical, economic, and political factors are explored as the key factors in the growth of the United States of America. American History I is a survey of the struggle to build the United States of America from the colonial period to the beginning of the twentieth century. By means of reading, analyzing, and applying historical data, students come to appreciate the forces that shaped our history and character as an American people. Not only are the topics of American history discussed, but students also explore research methods and determine accurate sources of data from the past. Knowing the facts and dates of history are just the beginning; each student must understand how history affects him or her.

## 9-12 Core Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
US History	B	Social Studies	AED	American History B begins with a study of American life before the 1929 Stock Market crash and how the Roaring Twenties influenced society in the late 19th through early 20th centuries. Students will examine the causes and consequences of the Great Depression and move on into a detailed study of World War II with an emphasis on America's role in the conflict. The course continues with an analysis of the Cold War struggle and America's rise as a superpower. The Civil Rights and Women's rights movements, pollution and the environment, and American domestic and foreign policy will be examined. The course wraps up with a summary of current events and issues, including a study of the Middle East. This course begins with an assessment of life in United States pre-World War I and ends with the conflicts of the new millennium. Students look at the nation in terms of economic, social, and political trends. The experiences of the last century are summarized, including a look into the civil rights issues that have embroiled the nation in conflict. The development of the United States of America into a superpower is explored within a global context.
World Geography and Cultures	A	Social Studies	AED	The student will be taught to use the basic skills of map reading and development, geographic technology, and the recognition of geographic themes to make sense of the world. The course examines world regions including the nations, people, and cultures of the Americas and Western Europe.
World Geography and Cultures	B	Social Studies	AED	This second-semester course continues to teach the basic skills of map reading and development, the use of geographic technology, and the recognition of geographic themes. The focus examines the world regions, including the nations, people, and cultures of Central Europe and Northern Eurasia, Central and Southwest Asia, South Asia, Africa, East Asia, and the Pacific.
World History	A	Social Studies	SM	World History (1 of 2) explores key events and historical developments from hunter-gatherer societies to the Industrial Revolution. Beginning with the analysis of prehistoric people from the Paleolithic era to the Agricultural Revolution, the course follows the rise and fall of early empires including the Roman Empire. Topics included: The Crusades, feudalism, the plague, Asian empires and trade routes, effects of the Renaissance and Protestant Reformation, and important revolutions that shaped history.
World History	B	Social Studies	SM	World History (2 of 2) traces the developments of the last 250 years by examining the origins of modern Western imperialism and analyzing the cultural, economic, and political impacts on Africa and Asia. Topics include: the influence of the Industrial Revolution, the impact of imperialism and nationalism on World War I, how the Treaty of Versailles contributed to the rise of fascism in Europe and the start of World War II, 20th-century warfare, the Armenian Genocide, and the Holocaust.

## 9-12 Honors/AP Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
AP Art History	A	Social Studies	FLEX	Within AP Art History, students will explore the interconnections between art, culture, and historical context using critical analysis through the critical lenses of artistic expression, cultural awareness, and purpose. Using a defined art historical skill set and reflective learning, students will analyze relationships across cultures with a global lens. The examination of how people have responded to and communicated their experiences through art will enable students to think conceptually about art ranging from prehistoric to contemporary. Students will be active participants, engaging with art and its context as they read, research, and collaborate to learn about art, artists, art making, and responses to and interpretations of art.
AP Art History	B	Social Studies	FLEX	Within AP Art History, students will explore the interconnections between art, culture, and historical context using critical analysis through the critical lenses of artistic expression, cultural awareness, and purpose. Using a defined art historical skill set and reflective learning, students will analyze relationships across cultures with a global lens. The examination of how people have responded to and communicated their experiences through art will enable students to think conceptually about art ranging from prehistoric to contemporary. Students will be active participants, engaging with art and its context as they read, research, and collaborate to learn about art, artists, art making, and responses to and interpretations of art.
AP Biology	A	Science	FLEX	This course is designed to provide a college-level experience and prepare students for the AP exam in early May. Students will be provided with a foundation for developing an understanding for biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, writing analytical essays, statistical analysis, interpreting and collecting data. The key big ideas of the AP Biology course are system interactions, evolution, energetics, information storage, and transmission. Students will participate in a variety of engaging activities that enhance their mastery of biology concepts.
AP Biology	B	Science	FLEX	This course is designed to provide a college-level experience and prepare students for the AP exam in early May. Students will be provided with a foundation for developing an understanding for biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, writing analytical essays, statistical analysis, interpreting and collecting data. The key big ideas of the AP Biology course are system interactions, evolution, energetics, information storage, and transmission. Students will participate in a variety of engaging activities that enhance their mastery of biology concepts.
AP Calculus AB	A	Math	FLEX	An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals.
AP Calculus AB	B	Math	FLEX	An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals.
AP Calculus BC	A	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibnitz. An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals, parametric and polar equations, and infinite sequences and series.
AP Calculus BC	B	Math	FLEX	Students in this course will walk in the footsteps of Newton and Leibnitz. An interactive course framework combines with the exciting on-line course delivery to make calculus an adventure. The course includes a study of limits, continuity, differentiation, integration, differential equations, and the applications of derivatives and integrals, parametric and polar equations, and infinite sequences and series.
AP Chemistry	A	Science	AED	College level AP Chemistry is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and to score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Chemistry Course Description. These include an introduction to chemistry as the study of change, gases, thermochemistry, quantum theory, chemical bonding, crystals, phase changes, solutions, chemical kinetics, chemical equilibrium, acids and bases, entropy, electrochemistry, nuclear chemistry, metallurgy, alkali and alkaline metals, nonmetallic metals, transition metals, organic chemistry, and synthetic and natural organic polymers.
AP Chemistry	B	Science	AED	College level AP Chemistry is taught at the college level and is designed to prepare students to take the Advanced Placement Examination and to score high enough to earn college credit in those colleges that recognize the examination. College level textbooks are used. The course will cover all of the topics in the AP Chemistry Course Description. These include an introduction to chemistry as the study of change, gases, thermochemistry, quantum theory, chemical bonding, crystals, phase changes, solutions, chemical kinetics, chemical equilibrium, acids and bases, entropy, electrochemistry, nuclear chemistry, metallurgy, alkali and alkaline metals, nonmetallic metals, transition metals, organic chemistry, and synthetic and natural organic polymers.
AP English Language and Composition	A	Language Arts	FLEX	This course provides high school students with college-level instruction in analyzing and writing various texts. The course covers topics in language and rhetoric as well as expository and persuasive writing. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. The study of texts from both the reader and writer perspectives develops an understanding of the function, effect, and purpose behind the choices writers make, leading students to improve their own composition skills.

## 9-12 Honors/AP Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
AP English Language and Composition	B	Language Arts	FLEX	This course provides high school students with college-level instruction in analyzing and writing various texts. The course covers topics in language and rhetoric as well as expository and persuasive writing. Students become skilled readers of prose written in various periods, disciplines, and rhetorical contexts. The study of texts from both the reader and writer perspectives develops an understanding of the function, effect, and purpose behind the choices writers make, leading students to improve their own composition skills.
AP English Literature	A	Language Arts	FLEX	This course provides high school students with college-level instruction in active, close reading and analysis of imaginative literature. Through the close reading of carefully selected works of literary merit, students learn to consider how a work's style, figurative language, theme, and other literary elements contribute to its cultural significance. The approach to analyzing prose and poetry allows students to establish connections, make observations about textual details, and sharpen their understanding of these nuances through their own writing.
AP English Literature	B	Language Arts	FLEX	This course provides high school students with college-level instruction in active, close reading and analysis of imaginative literature. Through the close reading of carefully selected works of literary merit, students learn to consider how a work's style, figurative language, theme, and other literary elements contribute to its cultural significance. The approach to analyzing prose and poetry allows students to establish connections, make observations about textual details, and sharpen their understanding of these nuances through their own writing.
AP Environmental Science	A	Science	FLEX	With the current changes in global climate, rising sea levels, and warming oceans, it is important for students to discover the state of Earth's systems and the consequences of human activities. AP Environmental Science provides students with a global view of their world and their role in it. It examines the scientific principles and concepts required to understand the interrelationships between ocean, land, and atmosphere that guide the natural world and allow Earth to be a planet suitable for life. Laboratory activities within the course support their learning of these relationships through reflective, hands-on, or virtual experiences. In addition, students identify and analyze environmental problems that are natural and human-made, determining their own ecological footprint in the world to discover how their activities affect the world around them. They evaluate the relative risks associated with environmental problems and examine alternative solutions, such as clean energy, sustainable practices, and conservation, for resolving or preventing future environmental problems.
AP Environmental Science	B	Science	FLEX	With the current changes in global climate, rising sea levels, and warming oceans, it is important for students to discover the state of Earth's systems and the consequences of human activities. AP Environmental Science provides students with a global view of their world and their role in it. It examines the scientific principles and concepts required to understand the interrelationships between ocean, land, and atmosphere that guide the natural world and allow Earth to be a planet suitable for life. Laboratory activities within the course support their learning of these relationships through reflective, hands-on, or virtual experiences. In addition, students identify and analyze environmental problems that are natural and human-made, determining their own ecological footprint in the world to discover how their activities affect the world around them. They evaluate the relative risks associated with environmental problems and examine alternative solutions, such as clean energy, sustainable practices, and conservation, for resolving or preventing future environmental problems.
AP Government and Politics	S (1 Semester ONLY)	Social Studies	FLEX	Students investigate key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study the structure of the Constitution throughout the course, as well as its implications for the functioning of government today. Other foundational documents, landmark Supreme Court cases, and opportunities for research and civic action are key elements in this rich course that prepares students to be informed and active participants in U.S. society.
AP Macroeconomics	S (1 Semester ONLY)	Social Studies	FLEX	In this course, students establish the fundamentals of economics, with a survey of scarcity, opportunity cost, supply, demand, and market equilibrium. They then zoom out to the largest scale of economic analysis, learning the indicators of whole countries' economic health, specifically gross domestic product, unemployment, and price level. With that foundation, the rest of the course looks at fiscal and monetary policies, their consequences, and the basics of international trade and the foreign exchange market. Besides being intentionally prepared for the AP Exam, students will gain a much deeper understanding of the world around them, the roles that government and banks play in an economy, and the economic outcomes generated by their policy decisions.
AP Microeconomics	S (1 Semester ONLY)	Social Studies	FLEX	In this course, students explore the power of marginal thinking and apply it to common decisions that individuals and business firms encounter each day. Students examine, interpret, analyze, and model key microeconomics concepts and processes, from the shifting supply and demand for familiar products to the model of the labor market and how wages are determined. This rich course provides students with all the material and practice needed for success on the AP Exam. Yet, this is just the beginning—in the long run, taking AP Microeconomics will develop the critical thinking and analytical skills that empower students for a lifetime.
AP Physics	A	Science	AED	Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world.
AP Physics	B	Science	AED	Students establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Focusing on these disciplinary practices enables teachers to use the principles of scientific inquiry to promote a more engaging and rigorous experience for AP Physics students.

## 9-12 Honors/AP Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
AP Psychology	A	Social Studies	FLEX	Immerse yourself in the scientific study of human behavior and cognition. Learn about notable figures and psychological studies. Investigate scientific methods and ethical considerations related to human and animal research. In this college-level course, you will learn about and apply important terms, concepts, and phenomena associated with each major area of psychology and enhance your critical thinking skills. Topics include the biological bases of psychology, sensation and perception, learning, cognition, development, motivation, emotion, personality, psychological disorders, and social psychology.
AP Psychology	B	Social Studies	FLEX	Immerse yourself in the scientific study of human behavior and cognition. Learn about notable figures and psychological studies. Investigate scientific methods and ethical considerations related to human and animal research. In this college-level course, you will learn about and apply important terms, concepts, and phenomena associated with each major area of psychology and enhance your critical thinking skills. Topics include the biological bases of psychology, sensation and perception, learning, cognition, development, motivation, emotion, personality, psychological disorders, and social psychology.
AP Statistics	A	Social Studies	FLEX	Advanced Placement Statistics will introduce students to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and using statistical inference to analyze data and draw conclusions.
AP Statistics	B	Social Studies	FLEX	Advanced Placement Statistics will introduce students to exploring data, sampling and experimentation by planning and conducting studies, anticipating patterns using probability and simulation, and using statistical inference to analyze data and draw conclusions.
AP US History	A	Social Studies	FLEX	Within AP U.S. History, students will develop and use historical thinking skills (chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis) to examine the history of the United States from 1491 to the present. Students will learn through active participation as they analyze sources and collaborate to gain a conceptual understanding of U.S. history. The AP U.S. History course is structured around nine time periods outlined within the College Board Advanced Placement United States History Framework. Each time period is divided into key concepts meant to contextualize history and show continuity and well as change over time. The intention is for students to explore history, establishing economic, political, and social patterns.
AP US History	B	Social Studies	FLEX	Within AP U.S. History, students will develop and use historical thinking skills (chronological reasoning, comparison and contextualization, crafting historical arguments from historical evidence, and historical interpretation and synthesis) to examine the history of the United States from 1491 to the present. Students will learn through active participation as they analyze sources and collaborate to gain a conceptual understanding of U.S. history. The AP U.S. History course is structured around nine time periods outlined within the College Board Advanced Placement United States History Framework. Each time period is divided into key concepts meant to contextualize history and show continuity and well as change over time. The intention is for students to explore history, establishing economic, political, and social patterns.
AP World History	A	Social Studies	AED	The first semester of AP World History Modern delves into the history of mankind. Looking back to the prehistoric times, students will develop the connections between the early river valleys, the beginnings of civilizations, and governments. Through this semester, students will be introduced to concepts that will be placed on the AP examination, and will also be given multiple opportunities to practice skills necessary for the AP exam. This specific time will start from the First Agricultural Revolution to the Age of Exploration.
AP World History	B	Social Studies	AED	The second semester of this course is a continuation of semester one, starting with how Europe evolved from the colonies being brought into the New World. This course will continue to make connections between nations and look at the big picture concepts of the world until present day. This semester will also spend one time preparing specifically for the AP exam. Through review materials and practicing skills needed for the AP exam, students will work on being prepared for the exam.
Honors Algebra I	A	Math	SM	Algebra 1A explores algebraic problems and applies the knowledge to real-life situations. Topics included: linear inequalities, forms of linear equations, relate linear equations and functions, solve systems of equations and systems of inequalities, interpret solutions mathematically and contextually, statistics, measures of central tendency, relative frequencies, and scatter plots.
Honors Algebra I	B	Math	SM	Algebra 1B explores functions by exploring new families of functions, the effect of different transformations, key features of their graphs, and how they compare functions represented in different ways. Additional topics included: polynomials on quadratics, quadratic equations and their graphs, various methods of factoring and solving quadratic equations, exponential growth and decay, and how linear, quadratic, and exponential functions compare to one another.
Honors Algebra II	A	Math	SM	Algebra 2A explores polynomial, rational, radical, and trigonometric functions, solving equations, including quadratic equations over the complex numbers, as well as rational and radical equations.
Honors Algebra II	B	Math	SM	Algebra 2B explores modeling real-life situations with equations and inequalities, solving exponential equations with logarithms, and synthesizing and generalizing a variety of functions families, how to make probability decisions and how to use statistics and sampling processes to understand data sets and answer questions about samples and populations.

## 9-12 Honors/AP Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Honors Biology	A	Science	AED	<p>The science of biology must begin with cell theory, including the structure, function, and chemistry of the cell. Cells form the primary level of organization of all living things. The chemistry and function of each cell shapes the lifestyle of the organism, from feeding to reproductive patterns. This first course in biology focuses on the life of the cell, dealing with issues of structure, transport, genetics, protein synthesis, energy production, and usage. The tools of science are explained and then focused on the living systems in the cell. In the case of genetics, the molecular behavior of DNA is elaborated to show how it determines the visible traits of the organism and population. Thus, you are led on a tour of living systems from the tiniest to the broadest levels of organization. During this tour, you will employ text, computer simulations, and hands-on investigation to verify each concept and make them relevant to what you see each day. The aim of this course is to guide you, the student, to see your world in biological terms, and then to expand your vision to contemplate current topics in biological research and application.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and they participate in self-reflection. In each unit, students complete the unit exam. Teacher feedback is provided throughout the course.</p> <p>Honors students are expected to complete additional assignments throughout the course that build on the content provided. These assignments allow these students go above and beyond the curriculum content in creativity and application.</p>
Honors Biology	B	Science	AED	<p>Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.</p> <p>Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam. Teacher feedback is provided throughout the course.</p> <p>Honors students are expected to complete additional assignments throughout the course that build on the content provided. These assignments, like evaluating population density or assessing their cardiovascular health, makes these students go above and beyond the curriculum content in creativity and application.</p>
Honors Chemistry	A	Science	AED	<p>In this course, students will discover what chemistry is, and how it is used and found all around us. The importance of the scientific method to solve real world problems will be investigated. Knowledge will be gained in the following areas: types of matter, atomic structure, chemical periodicity, chemical formula writing and naming, chemical equations. This course will also stress the important relationship between math and science while studying measurement, metric system and stoichiometry. Students will use higher order thinking throughout the entire course.</p>
Honors Chemistry	B	Science	AED	<p>It follows the Chemistry 1A course. In Chemistry 1B, students will investigate chemical bonding, thermochemistry, and acids and bases. The importance of the scientific method to solve real world problems will be investigated. Knowledge will be gained in the following areas: organic chemistry, biochemistry, and nuclear chemistry. This course will also stress the important relationship between math and science. Students will use higher order thinking throughout the entire course.</p>
Honors English 10	A	Language Arts	SM	<p>English 10A investigates the writing and discourse processes while supplementing them with the reading and grammar strategies necessary to comprehend and compose nonfiction texts. Exploration of language skills in writing topics include researching, organizing, and developing descriptive, persuasive narrative, and expository compositions.</p>
Honors English 10	B	Language Arts	SM	<p>English 10B explores literature from multiple eras and cultures. Readings include epic poetry, folktales, ancient verses, Greek tragedy such as Antigone by Sophocles, short stories, and excerpts from novels to examine language, ideas, characters, and literary elements. Exploration of evidence, context clues, symbolism, affixes, and denotative and connotative meanings are provided in short research and writing projects. Writing topics also include a character analysis and a personal narrative.</p>
Honors English 11	A	Language Arts	SM	<p>English 11A examine seminal US documents ranging from Thomas Paine's Common Sense through contemporary speeches by the President, among other texts to demonstrate knowledge of the use of rhetorical devices, inference, symbolism, bias, and the drawing of conclusions. The course focuses on argument and persuasion through formal speaking and writing.</p>
Honors English 11	B	Language Arts	SM	<p>English 11B explores American writers and the historical events that influenced their works. Reading selections include The Red Badge of Courage by Stephen Crane, works the following eras and influences: Transcendentalism, Romanticism, American Gothic, American Civil War, Regionalism, Realism, Naturalism, Imagist, Harlem Renaissance, and Modernism. The course emphasizes critical and analytical thinking as well as reading and writing skills.</p>
Honors English 12	A	Language Arts	SM	<p>English 12A explores rhetoric using informational texts, including seminal US documents that shaped legal and social policy to examine reasoning including the chain of legal reasoning.</p>
Honors English 12	B	Language Arts	SM	<p>English 12B synthesize knowledge and uses critical thinking to analyze narrative texts from British literature across different eras—from the Middle Ages through modern times. Students read Frankenstein by Mary Shelley along with works by British writers such as Shakespeare and Tolkien. These reading selections demonstrate concepts such as narrative elements and structures, literary devices such as symbolism and sarcasm, and inference. Topic include: vocabulary, context clues, word choice, and affixes. In addition, students write a fictional narrative and a literary analysis.</p>

## 9-12 Honors/AP Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Honors English 9	A	Language Arts	SM	English 9A explores reading, writing, and analysis using both informational and literary texts, as well as comparison of texts in different mediums. Readings include <i>The Princess and the Goblin</i> by George MacDonald, among others to demonstrate understanding of textual evidence, themes, central ideas, inferences, word choice, and figurative and connotative language, and grammar and usage. Writings include a personal narrative (memoir) and a literary analysis.
Honors English 9	B	Language Arts	SM	English 9B explores reading, writing, and analysis using both informational and literary texts. Readings include <i>Anthem</i> by Ayn Rand, among other texts of varying time periods to demonstrate concepts such as textual evidence, themes, central ideas, characters, inferences, rhetorical techniques, structure and style, and arguments and claims. Writing topics include grammar, usage, punctuation, spelling, style manuals, phrases, and clauses, culminating in an informational essay and an argument essay.
Honors Geometry	A	Math	SM	Geometry A examines congruence, proofs, and constructions to prove statements about lines, angles, triangles, and quadrilaterals; applies the knowledge of transformations to learn a formal definition for similarity to write proofs, introduces trigonometry through its connection to the concept of similarity, derive and use formulas for the areas and volumes of two- and three-dimensional figures, and they investigate cross sections and solids of revolutions.
Honors Geometry	B	Math	SM	Geometry B explores the Pythagorean theorem, distance formula, midpoint formula, and slope formula to solve geometric problems and develop coordinate proofs. Topics included: understand and apply theorems about circles to find arc lengths and areas of sectors of circles; apply the distance formula to write equations of circles in the coordinate system; and understand the concepts of permutations and combinations to explore the concept of probability.
Honors Physics	A	Science	AED	Students begin their exploration of physics by reviewing the International System of Units (SI), scientific notation, and significant digits. They then learn to describe and analyze motion in one and two dimensions. Students learn about gravity and Newton's laws of motion before concluding the course with an examination of circular motion. Students apply mathematical concepts such as graphing and trigonometry in order to solve physics problems. Throughout the course, students apply their understanding of physics by playing roles like science museum curator and elementary teacher.
Honors Physics	B	Science	AED	Physics B continues the student's exploration of mechanics while also guiding them through some other important topics of physics. Students begin by exploring simple harmonic motion, wave properties, and optics. Students then learn the basics of thermodynamics and fluids. Afterwards, the students explore the principles of electricity and magnetism. Finally, students explore the area of physics known as Modern Physics, which includes topics such as the photoelectric effect, nuclear science, and relativity. This is a trig based course. It is assumed you know and can use trigonometry..
Honors US History	A	Social Studies	AED	American History A Honors helps students learn the story of the founding of North America by Europeans in the 1600s. A prevailing theme of the course is that America accomplished tasks that no other country had undertaken before. America broke away from Europe, established its own country with a Constitution that has given freedom to more people than any other country in the world, and settled a country by putting that Constitution into practice. The course ends with a study of America's emergence as a world power at the beginning of the 20th Century. Students will encounter primary and secondary source document investigations, biographies of key individuals, political cartoons, map studies, and period literature.
Honors US History	B	Social Studies	AED	American History B Honors begins in the 1920s Jazz Age and ends in the 21st Century. Students will examine economic factors that lead to the Great Depression and World War II. The West's involvement in the Cold War, as well as the fall of the Soviet Union, will be covered in detail. America's rise as a world power is featured. The final unit of the course includes a study of the environment, modern presidential foreign and domestic policies, and the Middle East. Unit 30 includes a lesson designed to help students prepare for the final exam.
Honors World History	A	Social Studies	SM	World History (1 of 2) explores the key events and global historical developments from huntergatherer societies to the Industrial Revolution. From the Paleolithic era and the Agricultural Revolution, students follow the rise and fall of early empires including Rome, and Asian empires. Topics included: exploration of the impact of the Renaissance, Protestant Reformation, Age of Exploration, and the American colonies, analysis of important revolutions in history, including the Scientific, American, and Industrial.
Honors World History	B	Social Studies	SM	World History (2 of 2) examines revolutions in the world and the establishment of European colonies around the globe by tracing the effects of imperialism and nationalism, eventually resulting World War I and II and the Cold War. Topics included: analyzing modern-day issues including social media, globalization, and technological advances and threats associated with them.



## 9-12 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
American Sign Language I	A	World Language	EDL	Did you know that American Sign Language (ASL) is the third most commonly used language in North America? Learn introductory vocabulary and simple sentences so that you can start communicating right away. Importantly, explore Deaf culture – social beliefs, traditions, history, values, and communities influenced by deafness.
American Sign Language I	B	World Language	EDL	The predominant sign language of Deaf communities in the United States, American Sign Language, is complex and robust. Discover more of this language and its grammatical structures through expanding your vocabulary with acquiring hundreds of new signs. Additionally, explore interesting topics like Deaf education and Deaf arts and culture, and learn about careers where you can use your ASL skills.
American Sign Language II	A	World Language	EDL	It's time to move beyond introductory ASL signs and start forming more compelling signs for communication. Explore how expressions can enhance signs and lend dimension to conversations, while learning vocabulary for descriptions, directions, shopping, making purchases, and dealing with emergencies.
American Sign Language II	B	World Language	EDL	Ready to dive deeper into learning about the Deaf community, culture, and language? Learn about sequencing, transitions, role-shifts, and future tenses. Discover how to tell a story and ask questions, benefiting with greater exposure to deaf culture. Speed, conversations, signing skills, and cultural awareness are characteristics of this course.
American Sign Language III	A	World Language	EDL	As you dive into more advanced ASL signing, including unique grammar features and advanced classifiers and locatives, you'll learn, compose, and present your new-found vocabulary and narratives by immersing yourself in Deaf culture and community. From opinions, slang, and idioms, to using technology and media that offers authentic Deaf perspectives. Explore how travel, cultural differences, and geography affect sign language. And gain a better understanding of Deaf culture by learning important events and examining topics such as education, science, and literature.
American Sign Language III	B	World Language	EDL	Are you ready to discover ways in which Deaf culture influences the world in general? After all, the concept of culture goes far beyond an understanding of Deaf history. Through discussing Deaf culture and experiences, you'll advance your signing skills by developing verb tenses, grammar, and syntax. Apply your language skills in real conversation activities and through opportunities to debate real issues. It's also time to explore the next steps in education and career opportunities for your new intermediate ASL skills.
Anatomy and Physiology	A	Electives	AED	The aim of this course is to expand upon what was learned in your Biology class, while emphasizing the application of this material to human structures and functions. This course begins the study of human beings at the microscopic level and works its way up to an in-depth study of select organ systems. Special emphasis will be placed upon applying and demonstrating the information learned in this course through, not only tests and quizzes, but through special projects and collaboration as well.
Anatomy and Physiology	B	Electives	AED	Part B is designed to give the student an understanding of how structure and function are related in the human body. The student will study the human body from the cellular level to the organ system level. All of the major body systems will be studied in great detail. Additionally, biochemistry, cell biology, histology, biotechnology, bioethics, and pathology will also be studied. This course is highly recommended for students seeking a career in science or a health-related profession.
Business Law	S (1 Semester ONLY)	Electives	AED	Students learn about the American legal system. They examine ethics, court systems, criminal law, and law of torts. They examine how the court systems work together, and what misconduct results in going to court. It is important to also understand your consumer rights. As they progress through the online Business Law course, they will also gain an understanding from a business perspective what is right and wrong business actions and employment laws. As an employee or employer it is important to understand the laws that protect the employee and employer. The study will focus on the formation of a business and the basic legal issues associated with each type of business.
Career Planning	S (1 Semester ONLY)	Electives	AED	The online Career Planning course guides students through the essential elements of the career planning process and the development of a defined career plan. Students will consider the many factors that impact career success and satisfaction. Using a process of investigation, research, and self-discovery, students will acquire the understandings critical to the career planning process. Upon completion of the course, students will have created a practical and comprehensive college or career transition portfolio that reflects their skills and abilities, as well as their interests, values, and goals.
Computer Basics	S (1 Semester ONLY)	Electives	AED	In this course you will learn how to use productivity and collaboration tools, such as G Suite by Google Cloud to create word processing documents, spreadsheets, surveys and forms such as personal budgets and invitations.
Concepts of Engineering	S (1 Semester ONLY)	Electives	EDL	Learn how the momentum of science is continually propelling engineers in new directions towards a future full of insight and opportunity. Explore the different branches of engineering and how problem-solving, sketching, collaboration, and experimentation can change the very fiber of our human lives. By examining astounding engineering feats and complex ongoing issues, you'll begin to question whether the word impossible really exists.
Creative Writing	A	Electives	AED	Semester A – At the beginning of the semester, students consider the importance of word play exercises in improving their facility with language while building a compelling and creative writing style. Focusing on word nuances and precision, later lessons guide students to write in a variety of short modes—including poetry, song lyrics, prose poetry, short short stories, and creative nonfiction. There are several opportunities for peer review in this semester, during which students learn best practices for participating in writing workshops, and then revise their work using feedback from their peers.
Creative Writing	B	Electives	AED	Semester B – This semester focuses on longer works of fiction: short stories, plays, and novels. Students learn basic techniques of plot and character development along with strategies for creating suspense and building a theme, and they have opportunities to write in several different genres. Lessons cover a few special topics as well, including graphic novels, animation, comedy, and improvisation. Students apply what they have learned about writing workshops and revising to the longer pieces of writing they create for this semester.



## 9-12 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Digital Photography	A	Electives	EDL	Have you wondered how professional photographers manage to capture that perfect image? Gain a better understanding of photography by exploring camera functions and the elements of composition while putting theory into practice by taking your own spectacular shots! Learn how to display your work for exhibitions and develop skills important for a career as a photographer.
Digital photography	B	Electives	EDL	Let's further develop your photography skills by learning more professional tips, tricks, and techniques to elevate your images. Explore various photographic styles, themes, genres, and artistic approaches. Learn more about photojournalism and how to bring your photos to life, and using this knowledge, build a portfolio of your work to pursue a career in this field!
Early Childhood	A	Electives	EDL	Are you curious to see what it takes to educate and nurture early learners? Use your curiosity to explore the fundamentals of childcare, like nutrition and safety, but also the complex relationships caregivers have with parents and their children. Examine the various life stages of child development and the best educational practices to enrich their minds while thinking about a possible future as a childcare provider!
Early Childhood	B	Electives	EDL	Discover the joys of providing exceptional childcare and helping to develop future generations. Learn the importance of play and use it to build engaging educational activities that build literacy and math skills through each stage of childhood and special need. Use this knowledge to develop your professional skills well suited to a career in childcare.
Entrepreneurship		Electives	AED	This course will prepare students for certification in Entrepreneurship and Small Business. The modules are designed to cover all aspects of entrepreneurship including traits of successful entrepreneurs, business management, hiring employees, creating a company culture, managing finances, and marketing products and services. Each module will challenge students to put themselves in the role of an entrepreneur and consider how they will handle the extensive responsibilities of starting a business. This course prepares students for the Entrepreneurship and Small Business Certification Exam.
Fashion Design	A	Electives	EDL	Are you a fashion trend follower? Are you drawn to how designers have pulled together fabrics and colors to create memorable pieces? Do you dream of designing your own line of clothing or accessories? Learn what it takes to get started in the fashion industry, from the careers available to new technology and trends reshaping the industry every day. Start creating!
Financial Literacy	S (1 Semester ONLY)	Electives	AED	This course is designed to help students budget, keep a checkbook and filing system, deal with debt and credit, and become wiser consumers. Students will learn how money and the dynamics surrounding it affect their relationships, their lifestyles, and their retirement.
Forensics I	S (1 Semester ONLY)	Electives	EDL	Fingerprints. Blood spatters. Gunshot residue. If these things intrigue you rather than scare you, then forensic science may be for you. Explore the riveting job of crime scene analysis, and learn the techniques and practices applied during a crime scene investigation, including how clues and data are recorded and preserved. Discover how technology is applied to make discoveries and bring criminals to justice.
Forensics II	S (1 Semester ONLY)	Electives	EDL	The best way to battle crime these days is not with a weapon, but with science. Dig deeper into the science of forensics and the basic scientific principles used in the lab, such as toxicology, material analysis, microscopy, and forensic anthropology. Find out how scientists use everything from insects to bones to help them solve crimes. And discover how advanced techniques and technology can lead to catching even the craftiest criminal.
Forensics: The Science of Crime	A	Electives	EDL	Fingerprints. Blood spatter. DNA analysis. Law enforcement is increasingly making use of the techniques and knowledge from the sciences to better understand the crimes that are committed and to catch those individuals responsible for the crimes. Explore techniques and practices used by forensic scientists during a crime scene investigation (CSI). Starting with how clues and data are recorded and preserved, you'll follow evidence trails until the CSI goes to trial in the criminal justice system, examining how various elements of the crime scene are analyzed and processed.
Forensics: The Science of Crime	B	Electives	EDL	Coming Soon!
French I	A	World Language	FLEX	
French I	B	World Language	FLEX	
French II	A	World Language	FLEX	
French II	B	World Language	FLEX	
Health	A	Health	AED	In this course, students acquire the knowledge and skills they need to lead a healthy life. Semester A focuses on the impact of personal decisions on the student's own health. Students learn how to find, evaluate, and use reliable information related to a variety of health topics. They also study the basic science behind nutrition, exercise, stress, and psychology, and examine how these factors affect a person's overall health. Each lesson in the course guides students in applying what they have learned in the lesson to their own lives and choices—and gives them a chance to discuss the topic with peers and instructors.
Health	B	Health	AED	Semester B focuses on the developmental aspects of being human and healthy. Students learn about some of the more dramatic changes that the human body experiences from birth to death. They explore topics related to aging and sexuality and identify ways to remain healthy and safe throughout life's major events and challenges. As in Semester A, this part of the course emphasizes what students can do to improve or maintain their own health and encourages them to be a positive influence on family and friends. Each lesson helps identify ways that students might use what they have learned in the lesson in their own lives. As in semester A, students discuss lesson topics with peers and/or an instructor.

## 9-12 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Health Science Foundation I	A	Electives	EDL	Health science careers are not only in high demand, but they offer a diverse range of careers for all types of people interested in helping others. Acquire foundational knowledge required to pursue a career in the healthcare industry, and the education, training, and credentials needed to attain them. Learn basic medical terminology, principles of anatomy and physiology, and legal and ethical responsibilities. Explore communication, teamwork, and leadership techniques – providing a solid basis for those wanting to advance through the health sciences.
Health Science Foundation I	B	Electives	EDL	Making sure that you, your patients, and your colleagues stay safe, you'll begin analyzing your responsibilities for ensuring patient and personal safety with special attention paid to emergency procedures. Examine infection control, first-aid, CPR, and measuring a patient's vitals. Learn about numerical data, such as systems of measurement, medical math, and reading and interpreting charts. And examine effective teamwork and leadership characteristics while building your employment skills.
Intro to Business		Electives	AED	This course introduces students to the basic business concepts that will help them understand how a business survives in today's economy and the role that consumers play in the same economy. Students will learn how to balance a checkbook, save for the future, and use credit wisely. Students will also learn how to create a resume and how to participate in a job interview.
Journalism I		Electives	AED	This course is designed to prepare you to become a student of journalism and media. The work we do here will equip you with the critical skills you must have to succeed in high school media, college media, and beyond. We will read a variety of journalistic material and do a great deal of news writing. We will also look at journalism from legal, ethical, and historic vantage points. Expect to complete numerous writing activities in a variety of styles including editorial, hard news, feature, review, and more. If you participate actively, you will gain tremendous skills that will serve you for the rest of your life. Individual and group project will also be a part of this class. This course is a project based course and does not include traditional tests, unit level understanding is assessed through unit projects.
Learning in a Digital World	S (1 Semester ONLY)	Electives	EDL	The digital world seems to change every day, and touch more of our lives. We use technology to communicate with friends and family, find neverending entertainment options, follow our favorite sports teams and fashion trends, and do our school work. In Learning in a Digital World you will get the tools to navigate this exciting and always changing world. Learn about real-world issues and how to solve real-world problems through interactive and hands-on assignments. Discover what it means to be a responsible digital citizen, expand your digital literacy, and become a successful online student. Consider the best ways to find, create, and share information, learn to maximize information and communication technologies, and explore digital content creation, from emails and blogs to social media, videos, and podcasts.
Manufacturing	S (1 Semester ONLY)	Electives	EDL	Have you ever wondered how products make it to store shelves? Goods we purchase must go through a manufacturing process before they can be marketed and sold. Learn about different types of manufacturing systems as well as career opportunities, including engineers, technicians, and supervisors. As a culminating project, you will plan your own manufacturing process and create an entirely original product! See how exciting, creative, and practical this industry can be.
Marketing I	A	Electives	EDL	Explore the fast-paced and exciting world of marketing! Learn about the role of marketing in business in addition to the basics of business management, customer service, and economics. Examine how to identify target markets, perform market research, and develop successful marketing strategies. Discover the legal and ethical considerations of business and marketing, along with the impact of government on business.
Marketing I	B	Electives	EDL	Dig deeper into the world of marketing and what it means for business success! Become a marketing mix pro by studying understanding branding, advertising, promotion strategies, and more, through real-world applications and practices. And explore the secrets of advertising and promotion. Learn about effective sales techniques and discover employment opportunities to pursue a career in this exciting field!
Marketing II	A	Electives	EDL	Can you think of a brand that first launched in the U.S. and then became popular in other countries? Facebook™ did this very thing! Without a solid understanding of business and international marketing strategy, it becomes nearly impossible to be successful and stand out from the crowd. Discover how business and marketing works around the world. You'll learn about topics such as regulations, market research, marketing plans, global trends, buying and selling internationally, and more.
Marketing II	B	Electives	EDL	How does a business make money? If you said sales, then you're right! This course explores the secrets to sales. You'll learn expectations, best practices, sales planning, building a clientele that becomes long-term buyers, and how to stay motivated to sell, sell, sell! If sales management is your goal, you'll learn about management styles, how to find, hire, train, motivate, and compensate your team.
Marine Science	S (1 Semester ONLY)	Electives	AED	About 70% of the Earth is covered by water. Even today, much of the world's oceans remain unexplored. Marine scientists make exciting new discoveries about marine life every day. In this course, students will discover the vast network of life that exists beneath the ocean's surface and study the impact that humans have on the oceans.
Microsoft Excel	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft Excel. Knowledge of this fundamental spreadsheet software has proven to boost career and employment prospects. Excel skills can boost productivity as a student and are useful in daily life, such as managing personal finances. Through an engaging and scaffolded approach, students advance from absolute basics like formatting and navigation, to performing complex tasks like data manipulation, macros, and Pivot Tables.
Microsoft PowerPoint	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft PowerPoint. Students will gain critical skills in this essential presentation software, which will benefit them in their education and professional futures! Students start by learning fundamentals like slide creation and navigation, and progress to more complex tasks like 3D Models, Animations, and Transitions.

## 9-12 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Microsoft Word	S (1 Semester ONLY)	Electives	AED	This course introduces students to Microsoft Word. Students will gain insights into the features and capabilities of this essential software within personal, educational, and business settings. Over 11 modules, students progress from absolute basics like navigation, to performing complex tasks like graphic elements and collaboration.
Music Appreciation	S (1 Semester ONLY)	Electives	EDL	Have you ever heard a music piece that made you want to get up and dance, sing, or even cry? Regardless of the genre, music moves us. Explore the elements and pieces of music. And learn through the historical context, musicians and composers, and influence of music from the Middle Ages to the 21st century, on how to listen and really hear the different music that makes up our world.
Personal Fitness		Electives	AED	In this course, students are introduced to exercise and physical fitness and the general recommendations for physical activity, while examining the benefits of exercise, lifestyle choices that can help prevent disease, and tips for kick-starting a healthier lifestyle. Students will explore each type of fitness, include the benefits, and the federal guidelines for exercise in detail. Students will also learn about bones and joints and the functions of the skeleton, and the different types of movements that occur at various joints. Students will learn about the different types of muscle in their bodies, and how they are structured, with particular attention to the different types of muscle fibers. Students will explore the functions that muscles perform, how they work, and their interaction with the central nervous system and special considerations for safe and effective exercise.  Students will learn how the cardio and respiratory systems work and interact with each other and about the different blood vessels that make up the circulatory (vascular) system. Students will learn about the body's energy systems and how eating and drinking relates to exercise. Finally, students will learn about the psychology of exercising.
Physical Education-High School	A	Physical Education	AED	Physical Education encompasses learning how to live and maintain a healthy lifestyle. This course covers physical fitness, why it is important, how to have a healthy attitude, and how to stick with a healthy game plan. In this ever-changing world, physical fitness becomes more important and more difficult to find the time for. This course allows the student to discover how to make physical fitness not only a part of their daily life, but also see that it is attainable. This course leads the student to discover healthy behaviors and sets the tone for physical fitness as well as healthy exercise. PE for a Healthy Lifestyle will examine the emotional, physical, and scientific factors that influence physical performance. This course is designed for anyone, ranging from the beginner to advanced abilities.
Physical Education-High School	B	Physical Education	AED	Physical Education encompasses learning how to live and maintain a healthy lifestyle. This course covers physical fitness, why it is important, how to have a healthy attitude, and how to stick with a healthy game plan. In this ever-changing world, physical fitness becomes more important and more difficult to find the time for. This course allows the student to discover how to make physical fitness not only a part of their daily life, but also see that it is attainable. This course leads the student to discover healthy behaviors and sets the tone for physical fitness as well as healthy exercise. PE for a Healthy Lifestyle will examine the emotional, physical, and scientific factors that influence physical performance. This course is designed for anyone, ranging from the beginner to advanced abilities.
Psychology	A	Electives	AED	In Psychology A the student begins with a brief history of psychologists and their experimental methods. Next they examine personality theories. Then human development from the infant stage through adult stage is explored. Finally, the last part of the course is about consciousness: sleep, dreams, and conscious-altering substances. Students are encouraged to increase their own self-awareness as they move through the course.
Psychology	B	Electives	AED	Students continue to learn about psychology. Students examine the nature of intelligence in humans and animals, including the origin of intelligence and how to measure it. They learn about learning with an emphasis on classical and operant conditioning. Students also investigate social psychology and psychological disorders. They demonstrate their understanding by completing projects in which they play roles like teacher, parent, and psychologist.
Spanish I	A	World Language	AED	Spanish I, Semester A, is an introduction to Spanish language and culture. Students learn to start with the basics of greetings and basic conversation, working to incorporate ideas from their life and experiences in Spanish conversation. This will be accomplished through written and verbal expression of the Spanish language.
Spanish I	B	World Language	AED	Building upon Semester A, Spanish I Semester B expands to asking questions and conversational Spanish throughout one's neighborhood and daily life. Through real-life scenarios and learning examples, students will describe situations, in Spanish, both verbally and written.
Spanish II	A	World Language	AED	Students build upon the foundation developed in Spanish I. They continue to build vocabulary, learn new verb tenses and other grammar concepts, and they increase their ability to communicate with others. They learn new concepts, like reflexive verbs, infinitive expressions, commands, the imperfect tense.
Spanish II	B	World Language	AED	Semester B will continue building on vocabulary, grammar concepts and communicating effectively in the target language. You will explore new countries where Spanish is spoken and continue to keep abreast of current events in the Spanish-speaking world.
Sports and Entertainment Marketing I	A	Electives	EDL	The bright lights. The roaring crowds. The chants and cheers and applause. If you are drawn to the electricity of large events and the challenge of making events successful, a career in sports and entertainment marketing may be for you! In this course, you will trace the development of these industries, dissect their dual nature, and discover what it takes to pitch, promote, and deliver on these services. You'll also explore the necessary steps to chart your own career path from among the professional roles that these industries need to operate. Let's get off the sidelines and hop into the primetime of the sporting and entertainment worlds!

## 9-12 Elective Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
Sports and Entertainment Marketing I	B	Electives	EDL	Get ready to drop your spectator status for an all-access pass to enter the exciting world of sports and entertainment marketing! In this course, you'll secure a solid foundation of effective marketing by studying the different roles and levels and how they relate to one another. Then, you'll explore the modern marketing methods professionals use to take an event concept and make it successful. Finally, you'll get up to speed on industry terminology and touchpoints with the help of HR. Get ready to flash that pass and gain all-star access to the stage and arena!
Web Development I	A	Electives	EDL	How many times per day do you access the internet, including social media? The web is an important part of our daily lives, so it's no surprise that web development is one of the hottest career fields. Start to explore professional web development, including how to create content for the web. You'll learn about topics such as servers, file organization, HTML, CSS, Javascript, and the development stack that will let you build any website you can dream up.
Web Development I	B	Electives	EDL	Websites need to be functional, but they need to look great while doing the job! Now that you've learned how to create web content, you'll learn how to apply design principles, like color combinations and font choices, to achieve the greatest impact. You'll also learn the behind-the-scenes tasks of organizing your files, ensuring website accessibility, following intellectual property regulations, and performing site backup and maintenance. Let's unravel the web development process!

## 6-12 Credit Recovery Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
6th Grade Language Arts CR	A	Language Arts	AED	Through a study of myths, fables, and folk tales from different cultures—as well as novels and other modern forms of narrative, students learn the elements common to all forms of literature and also the elements that are unique to each form. In lessons focused on writing and language study, students craft essays in several different modes and learn how to create the more formal style expected for school writing assignments. Lessons in this semester guide students to recognize and reproduce text structures and organizational patterns that work for different types of essays. The writing lessons also demonstrate the kinds of changes that students should make during the revising and editing stages of the writing process. Opportunities for teacher feedback are frequent, detailed, and varied.
6th Grade Language Arts CR	B	Language Arts	AED	The second semester of grade 6 English Language Arts online course builds on the skills and concepts introduced in the first semester. Students tackle more difficult texts in Semester B and apply more advanced analysis skills to reading and writing tasks. They also study some of the more subtle aspects of language, such as the role of connotation and nuance in an author's word choices and how those choices affect readers. Reading assignments are selected, in part, to provide models for students' own writing in specific modes, forms, or genres. Several lessons demonstrate methods of sharing and publishing writing using 21st century technology.
6th Grade Math CR	A	Math	AED	Students begin the first semester of this course with a review of how to use basic arithmetic operations with whole numbers, fractions, mixed numbers, and decimals. More complex concepts are built on these basics. Students learn how to express, work with, and solve problems using percentages. They also learn the similarities and differences between ratios, rates, and proportions. They apply these ideas to solving problems involving measurement. This semester ends with an introduction to integers, and how to perform operations on this number set.
6th Grade Math CR	B	Math	AED	In the second semester of grade 6 Math online course, we introduce students to expressions, equations, and inequalities. They learn how to simplify, solve, and plot both solutions and solution sets on a number line. Building on these concepts, students are then introduced to the coordinate plane and linear equations. Students then learn how to apply what they've learned so far to geometric concepts like perimeter, area, and volume. An exploration of statistical concepts concludes the second semester.
6th Grade Science CR	A	Science	AED	Science 6 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
6th Grade Science CR	B	Science	AED	Semester B of Integrated Science grade 6 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
6th Grade Social Studies CR	A	Social Studies	AED	The first semester of Social Studies 6 introduces students to the beginnings of ancient civilization. We will trace the path of human origins in Africa and follow the path of migration around the Earth. This course will help students understand why we study history and the process in which we form conclusions about events in the past. Students will begin to learn about the major ancient civilization around the world and their cultures. Modern civilizations can trace their foundations to these ancient civilizations, and their cultures and histories teach us much about ourselves and the modern world in which we live.
6th Grade Social Studies CR	B	Social Studies	AED	In the second semester of Social Studies grade 6, students will continue to examine ancient civilizations and their cultures. In this semester we will continue to trace the path of human civilization from the Mediterranean through the Eastern world. An emphasis will be placed on critical thinking and connecting themes in history to our modern world.
7th Grade Language Arts CR	A	Language Arts	AED	Through analysis of written, spoken, and multimedia texts, students will become more critical consumers of information and of various forms of media. They will also synthesize and organize ideas to prepare structured essays in several different modes, including narrative, persuasive, and expository. Each lesson will guide students in learning and applying specific strategies for reading and writing different types of texts. A review of basic English mechanics is included in many of the writing lessons, along with a discussion of levels of formality required for different purposes and audiences. This course provides instruction in many modalities, including audiovisual presentations and videos, interactive activities, projects, and discussions. Opportunities for teacher feedback are frequent, detailed, and varied.
7th Grade Language Arts CR	B	Language Arts	AED	The second semester of grade 7 English Language Arts online course builds on the skills and concepts introduced in the first semester. Students tackle more difficult texts and themes in Semester B, and the level of analysis demonstrated and required is more in-depth. In this part of the course, students study the English language closely—both its history and evolution, and the less obvious ways it can be used to convey meaning. The reading assignments are selected to guide students in understanding how language can be used to convey broader themes in poetry, drama, and humorous or satirical texts. Students continue to develop their writing skills through multi-draft assignments and projects. Emphasis in this semester is on recognizing the multiple levels of meaning that any word or phrase might convey, and in writing one's own texts with these concepts in mind.
7th Grade Math CR	A	Math	AED	In this first semester of grade 7 math online course, students work with problem-solving skills, beginning algebra skills, geometry, decimals, fractions, data analysis, number theory and patterns, percents, and integer use. Projects measure the student's ability to integrate and apply the course objectives.

## 6-12 Credit Recovery Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
7th Grade Math CR	B	Math	AED	In this continuation of the first semester, students work with fractions; unit conversions; proportions and rates; percents; geometry topics including lines, angles, polygons, polyhedrons, perimeter, area, surface area, volume, and transformations; squares and square roots; permutations and combinations; and probability. Real-life application of concepts is emphasized in all units.
7th Grade Science CR	A	Science	AED	Science 7 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
7th Grade Science CR	B	Science	AED	Semester B of Integrated Science Grade 7 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
7th Grade Social Studies CR	A	Social Studies	AED	This study of the history of the United States emphasizes how ideas, events, and philosophies have shaped the nation. Students will learn about America's past while mastering the skills of historical interpretation. Study begins with the earliest arrivals of people and ends with the conclusion of the Civil War.
7th Grade Social Studies CR	B	Social Studies	AED	Social Studies grade 7 is a continuation of the first semester with an emphasis on how historical ideas, events, and philosophies have shaped the United States. Beginning with Reconstruction, this course uses the same skill development approach to guide students through U.S. history to the present.
8th Grade Language Arts CR	A	Language Arts	AED	During the first semester of this year-long course, students will read and analyze various kinds of written texts, include novels and short fiction, informational texts representing a wide range of topics and forms, and several one-act plays. Lessons in Semester A will also guide students in writing their own narratives and essays, using the readings in the course as both examples and sources of ideas for reflection, analysis, and argument. Students will learn better ways to discuss their thoughts and perceptions with others—they will practice their skills in collaborative discussions as well as informal journal entries, presentations, and speeches. Writing assignments include personal narratives, analytical and persuasive essays, and an original one-act play. Special emphasis is placed on reading in certain content areas, such as science and history, as well as understanding and thinking critically about news and media sources.
8th Grade Language Arts CR	B	Language Arts	AED	In Semester B of grade 8 English Language Arts online course, students will examine the role of historical autobiographies and diaries in our understanding of history. In the process, they'll study the impact of point of view on nonfiction texts. Students will be given opportunities to write autobiographical narratives of their own and then asked to connect their experiences to universal themes or philosophical positions, which they explore through writing about them. In the second half of the semester, students will study the relationship between poetic expression and several conventions of language, including syntax, voice, sentence types, and punctuation. Next, they will explore the nature of creativity, the processes that tend to produce good literature, and the features of experimental and multi-genre forms of fiction. Near the end of the semester, students will reflect on their own growth and development throughout the year, compiling a portfolio that illustrates the progress they've made. Finally, students will consider what high school will ask of them and how they might fulfill those expectations, having gained a better understanding of their strengths as well as areas ripe for continued learning and progress.
8th Grade Math CR	A	Math	AED	The first semester of grade 8 Math online course will help students move from the world of simple mathematics to the exciting world of Algebra and Geometry and will provide them with a concrete understanding of the basics for algebraic thinking. Students will develop a deeper understanding of the math concepts they have already learned and will stretch their thinking by solving real world problems.
8th Grade Math CR	B	Math	AED	The second semester of Math 8 builds on the concepts learned in the first semester and prepares students with the building blocks needed to dive deeper into the exciting world of Algebra and Geometry.
8th Grade Science CR	A	Science	AED	Science 8 is an integrated course in which the fields of science are not compartmentalized. Instead, earth and space science, life science, and physical science are integrated within each semester. Semester A begins with instruction on the nature of science.  The course focuses on both the understanding and application of science topics. It includes a variety of assignments that help students apply their knowledge of science concepts. Throughout each module, there are multiple opportunities for formative assessment.
8th Grade Science CR	B	Science	AED	Semester B of Integrated Science Grade 8 builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into earth and space science, life science, and physical science.
8th Grade Social Studies CR	A	Social Studies	AED	In this course students will understand the significance of government, law, and politics. They will examine the United States foundational documents and how they shaped the United States government. Students will examine the purposes and functions of federal and state government, law, and political systems. Learners will evaluate their role and civic responsibility to their families, communities, and country including voting and being a productive member of society. Learners will follow a step-by-step approach for successfully completing each lesson, which includes textbook reading, interactive activities, supplemental reading, lecture, video clips, and Power Point presentations to enhance and reinforce learning. Learners receive frequent feedback from teacher and peers through discussions.



## 6-12 Credit Recovery Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
8th Grade Social Studies CR	B	Social Studies	AED	Social Studies grade 8 takes a more individualistic approach as students closely examine topics such as the justice system, local government, the environment, and the economy. Learners will understand the role that they play in each of these topics and the differences that they can make. Students will get to know leaders and influential people that have championed many causes including civil rights and the environment. Learners will also learn proper ways to interact in society including interpersonal skills and respecting differences in others including disabilities. By the end of semester B students will have a deeper understanding of their civic responsibilities as well as the difference one individual can make in society.
Algebra I CR	A	Math	AED	Algebra 1 (semester A) introduces students to the world of Algebra through expressions and equations. Students will evaluate algebraic expressions, solve linear equations and graph them. This course also steers students through various real-world scenarios with the emphasis on using basic statistics to interpret the information given and found.  Students learn through online lesson materials, videos and interactive activities. The end of each unit tests students' understanding with a self-check quiz with feedback. Also included is a unit exam and project for students to apply what they have learned.
Algebra I CR	B	Math	AED	Algebra 1 (semester B) builds on the concepts learned in the first semester by providing a strong foundation in solving problems. Students will work with problems and applications that involve exponents, quadratic equations, polynomials and factoring methods, rational and radical equations, data analysis and probability.  Students will interact with course materials through online lessons, videos, interactive questions and real-world applications.  Each unit ends with a self-check quiz to confirm knowledge of the concepts learned. There is also a unit exam and project.
Algebra II CR	A	Math	AED	Algebra 2 (semester A) further extends the learner's understanding of major algebra concepts such as expressions, equations, functions, and inequalities. An emphasis will be placed on the use of appropriate functions to model real world situations and solve problems that arise from those situations. A focus is also on graphing functions by hand and understanding and identifying the parts of a graph.
Algebra II CR	B	Math	AED	Algebra 2 (semester B) builds on the concepts learned in the first semester and prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus and advanced probability and statistics.
Biology CR	A	Science	AED	Biology A introduces students to the scientific method and the major concepts of biology from an historical and practical viewpoint. The three major themes of this course are the cell, the molecular basis of heredity, and the interdependence of organisms. Students who take this class will have a deeper appreciation for the complexities of living organisms. Life on this planet, unlike anywhere else in the observable universe, is complex and highly organized. Whether examining life on the molecular or the planetary level, it exhibits a highly organized structure that inspires awe by its genius and complexity. In the last 50 years, discoveries have launched new branches of biology that have transformed the daily routine, from conception to death. New challenges await, such as the current crisis in ecology, global warming, and the resurgence in viral disease. To make rational choices in the 21st century, the citizen must have a basic understanding of biological concepts and the reasoning behind them. Biology A is presented in a multimedia format using interactive modules, labs, narrated animation, text, and videos to present the study of life on this planet.  Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.
Biology CR	B	Science	AED	Biology B is a continuation of the basic course in biology, Biology A. The major concepts covered are population dynamics and evolution. Students explore population dynamics through the study of mutualism, predation, parasitism, and competition. The theory of evolution is presented, along with the many evidences and details that make evolution the backbone of modern biology. From biochemistry to evolution, biology fascinates people. Biochemists first astounded the world by showing that life obeys the same chemical principles as all creation, but that life engineers chemistry to its own needs. Decades later, Darwin shocked the world by suggesting that life evolves according to the conditions of the environment it inhabits. Evolution, often debated and derided, has survived to become a key concept of biology. This second course in biology examines the wonder of life and its mechanisms.  Students work through and complete several self-check activities and quizzes for practice, and participate in self-reflection. In each unit, students complete the unit exam.
Chemistry CR	A	Science	AED	Chemistry A introduces students to the science of chemistry beginning with exploring why scientists are interested in studying matter at a submicroscopic level. Students will continue to learn how scientific methods are used to understand the natural world and will continue to develop their skills in this area. Chemistry A covers topics in the characteristics of matter, atomic structure, chemical periodicity, chemical bonds and compounds, and chemical formula writing and naming. An algebra background is recommended because of the amount and type of math involved.
Chemistry CR	B	Science	AED	Chemistry B builds on the concepts and skills learned in the first semester as students continue to explore the properties of matter and the changes it undergoes. Chemistry B covers topics in chemical reactions and stoichiometry, gases, thermochemistry, kinetics, equilibrium, acids and bases, organic chemistry, and biochemistry. An algebra background is recommended because of the amount and type of math involved.

## 6-12 Credit Recovery Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
English 9 CR	A	Language Arts	AED	English for grade 9 is an integrated curriculum. Each unit contains thematically related lessons in five domains: reading and the study of literature, reading informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. Topics are presented in ways that help young adolescents relate literacy skills to other aspects of their lives. Writing assignments include narrative, expository, and persuasive/argumentative modes and emphasize the use of details and reasoning to support ideas. Speaking and listening lessons in Semester A emphasize collaborative discussion skills and peer review. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
English 9 CR	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and on comparative studies of world literature and literature delivered in different media. Writing and informational text lessons guide students through the stages of research and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
English 10 CR	A	Language Arts	AED	English for grade 10 is an integrated curriculum, with each unit consisting of thematically related lessons in five domains: analyzing literature, analyzing informational text, writing, speaking and listening, and language study, which includes word knowledge and grammar skills. The skills that students practice for this course are similar to the skills in English 9 but require more independence and depth of thought. An introductory lesson at the start of each unit helps students identify any areas of weakness and review those topics before starting the more challenging grade 10 lessons. Writing assignments required in Semester A of this course include fiction, expository, and persuasive, and analytical modes, emphasizing the use of details, evidence, and reasoning to support ideas. Speaking and listening lessons in Semester A cover collaborative discussion skills, the peer review process, and how to plan and deliver informative speeches and presentations. Vocabulary development instruction is integrated into literature and informational text lessons. Each unit ends with an authentic assessment that presents students with a real-world scenario requiring some of the skills they learned in the unit.
English 10 CR	B	Language Arts	AED	Like semester A, semester B consists of integrated units focused on a theme or mode of study. Literature study in semester B focuses on the analysis of different forms of literature and as well as the evaluation of various modes and forms of writing. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
English 11 CR	B	Language Arts	AED	Semester B of English 11 consists of units focused on historical eras and literary movements of the 20th and 21st century, such as Naturalism, Imagism, the Harlem Renaissance, and Post-Modernism. Literature analysis lessons in semester B focus on the forms of literature that were most commonly written during the Twentieth Century and how the forms, styles, and techniques of that century inform literature written today. Students will also evaluate various modes and forms of language expression, including single media and multimedia messages. Writing and informational text lessons guide students through the stages of a rigorous research process and demonstrate how to evaluate, integrate, and share the information gathered during research. Students are required to share their ideas and analysis using several different modes, including oral and multimedia presentations.
English 12 CR	B	Language Arts	AED	Students examine major works of literature organized into thematic units. Each unit contains poetry, short stories, and a novel that revolve around the theme for the unit. Themes include the self, relationships, alienation, choice, and death. As students read these works, they have the opportunity to reflect on these important themes by writing in multiple modes and creating cross-disciplinary projects.
Geometry CR	A	Math	AED	Geometry is the study of the measurement of the world. What makes Geometry so engaging is the relationship of figures and measures to each other, and how these relationships can predict results in the world around us. Through practical applications, the student sees how geometric reasoning provides insight into everyday life. The course begins with the tools needed in Geometry. From these foundations, the student explores the measure of line segments, angles, and two-dimensional figures. Students will learn about similarity, triangles and trigonometric ratios. Geometry A consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
Geometry CR	B	Math	AED	This course builds on the foundation of the first terms in Geometry. As in previous courses, deductive and inductive reasoning are emphasized, while applying problem-solving techniques to real-world problems. Students explore quadrilaterals and circles, and learn how an object is transformed, as well as how to represent that transformation algebraically and geometrically. Students calculate area and volume of 2-dimensional and 3-dimensional objects. Geometry B consists of six modules. Each module comprises ten lessons for a total of 60 lessons in the course.
US History CR	A	Social Studies	AED	This course covers the discovery, development, and growth of the United States. Major topics include: American Indian cultures, European colonization of the Americas, and the causes and effects of the American Revolution. Geographical, economic, and political factors are explored as the key factors in the growth of the United States of America. American History I is a survey of the struggle to build the United States of America from the colonial period to the beginning of the twentieth century. By means of reading, analyzing, and applying historical data, students come to appreciate the forces that shaped our history and character as an American people. Not only are the topics of American history discussed, but students also explore research methods and determine accurate sources of data from the past. Knowing the facts and dates of history are just the beginning; each student must understand how history affects him or her.



## 6-12 Credit Recovery Courses

Course Name	Content Mapping	Subject	Vendor	Course Description
US History CR	B	Social Studies	AED	American History B begins with a study of American life before the 1929 Stock Market crash and how the Roaring Twenties influenced society in the late 19th through early 20th centuries. Students will examine the causes and consequences of the Great Depression and move on into a detailed study of World War II with an emphasis on America's role in the conflict. The course continues with an analysis of the Cold War struggle and America's rise as a superpower. The Civil Rights and Women's rights movements, pollution and the environment, and American domestic and foreign policy will be examined. The course wraps up with a summary of current events and issues, including a study of the Middle East. This course begins with an assessment of life in United States pre-World War I and ends with the conflicts of the new millennium. Students look at the nation in terms of economic, social, and political trends. The experiences of the last century are summarized, including a look into the civil rights issues that have embroiled the nation in conflict. The development of the United States of America into a superpower is explored within a global context.
World History CR	A	Social Studies	AED	World History begins with a focus on the skills needed to read, understand, and analyze history, also demonstrating how historians and social scientists arrive at their conclusions about human history. Semester A covers the history of civilization from hunter-gatherer societies through the characteristics of the earliest civilizations to the Enlightenment period in Western Europe. The second half of Semester A explores early intellectual, spiritual, and political movements and their impact on interactions among world cultures.
World History CR	B	Social Studies	AED	Semester B applies the reading and analytical strategies introduced in Semester A to the events and movements that created the modern world. In the second semester, World History emphasizes the effects of the Industrial Revolution and changing attitudes about science and religion as well as the impact of European colonization. Students are encouraged to make connections between World War I and II and events related to the Cold War and between 19th-century imperialism and modern independence movements.

## CTE Courses

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Course Name	Content Mapping	Subject	Pathway Year Completion	Vendor	Course Description
(Intro to) Networking I	A	CTE	3 Years	EDL	What would happen if we didn't have the internet? The internet is one example of a network, so you can only imagine why networking careers are essential. Start exploring the fundamentals of networking, learning about the different parts of a computer and hardware, network operating systems, and understanding how common network devices can be connected. You'll get hands-on to explore different types of cables used to create networks – and even make cables in Wired Networking activities. Get started with your introduction to networking!
(Intro to) Networking I	B	CTE	3 Years	EDL	Network administrators are responsible for the oversight of an organization's computer network. This includes installing hardware and software but also relies on considerable technical skills to resolve network issues. Discover how to set up a network, troubleshoot problems, monitor network security, infrastructure, performance, and contribute to creating policies and procedures. As a network admin, you'll help keep businesses safe and running correctly.
(Intro to) Networking I	A	CTE	2 Years	EDL	What would happen if we didn't have the internet? The internet is one example of a network, so you can only imagine why networking careers are essential. Start exploring the fundamentals of networking, learning about the different parts of a computer and hardware, network operating systems, and understanding how common network devices can be connected. You'll get hands-on to explore different types of cables used to create networks – and even make cables in Wired Networking activities. Get started with your introduction to networking!
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Adobe In-Design	S (1 Semester ONLY)	CTE	2 Years	AED	This course introduces students to the world of Adobe InDesign. Students will get an insight into what it is like working in the print and digital media publishing industry. Over 10 modules, students will learn everything from absolute basics like navigating InDesign to performing complex tasks like creating multi-page documents, applying effects, and even creating original artwork. The course contains guided tutorials, do-it-yourself projects, and great resources that will help students practice and learn how to work in InDesign. The online Adobe InDesign course prepares students for the Adobe Certified Associate certification exam.
Computer Maintenance I	A	CTE	3 Years	EDL	Computers are soldered into all aspects of our daily life, and when they stop working, it can seem like our network has collapsed. If you are fascinated by the inner workings of computers and how to keep them running, then a career in computer maintenance may be for you! In this course, you'll learn how computers are set up starting with the software and operating systems and what to do when hardware and software issues are encountered. You'll learn different types of data communication, various power supply units, essential components like motherboards and memory and much more! Grab your personal expansion card, and let's hardwire some new knowledge about computer maintenance.
Computer Maintenance I	B	CTE	3 Years	EDL	Almost anywhere we go today, from malls to coffee shops, and even our homes is an intertwined web of wired, wireless, and cloud-based networks that access our personal data. In this course, you'll dig into computer networks and their extensive capabilities. You'll explore data exposure and how to mitigate threats, discuss the fundamentals of network design and layout, learn how cloud-based services store data, discover the differences between wired and wireless networks, and dream of possibilities as you explore fun network options like smart home systems. Let's continue navigating the complex world of computer maintenance.
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Culinary Arts I	A	CTE	3 Years	EDL	Thinking of a career in the foodservice industry or looking to develop your culinary skills? Explore basic cooking and knife skills while preparing you for entry into the culinary world. Discover the history of food culture, food service, and global cuisines while learning about food science principles and preservation. Prepare for your future by building the professional, communication, leadership, and teamwork skills that are crucial to a career in the culinary arts.
Culinary Arts I	B	CTE	3 Years	EDL	Did you know that baking is considered a science? Discover how to elevate your culinary skills through the creation of stocks, soups, sauces, and learn baking techniques. Examine sustainable food practices and the benefits of nutrition while maintaining taste, plating, and presentation to truly wow your guests. Explore careers in the culinary arts for ways to channel your newfound passion!
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Digital Design I	A	CTE	3 Years	EDL	Are you an artistic person drawn to the idea of creating graphic elements? Then a career in digital design may be for you! In this course, you will learn the basic principles of design, the tools needed to succeed in the industry and how to design objects for specific purposes and audiences. You'll also learn how to market yourself and open your own design business all while building a portfolio. Let's align your skills and dreams today for a career in digital design!
Digital Design I	B	CTE	3 Years	EDL	Are you ready to dig deeper and discover more about the world of digital design? In this course, you will continue building the foundational skills necessary to become a successful graphic designer. You will learn and apply effective communication and people skills, explore and implement the design process, create images, properly use equipment, and evaluate and market your own designs. By the end of the course, you'll better be able to decide if a career in digital design is for you... and if the answer is yes, you'll be well on your way to designing a bright future!
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Digital Media Fundamentals I	A	CTE	3 Years	EDL	Discover your talent for building digital media applications using text, graphics, animations, sounds, videos, and more! Learn about the elements that make impressive media, such as typography, color theory, design, and manipulation. Explore careers to apply your digital media skills and find your place in this fast-paced and exciting field!
Digital Media Fundamentals I	B	CTE	3 Years	EDL	Let's polish your digital media skills and help you learn all about web design. Incorporate your creative ideas into websites and discover the basics of marketing to understand how your work can be used effectively. You'll also explore the world of podcasts and audio editing to construct a solid foundation from which you can pursue a career in this exciting field.
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Hospitality and Tourism I: Touring the Globe	S (1 Semester ONLY)	CTE	3 Years	EDL	Where is your dream travel destination? Now imagine working there! You'll be introduced to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around leisure and travel, spotting trends, and planning events are just a few of the key aspects you will explore within this exciting field.
Hospitality and Tourism I: Touring the Globe	S (1 Semester ONLY)	CTE	2 Years	EDL	Where is your dream travel destination? Now imagine working there! You'll be introduced to a thriving industry that caters to the needs of travelers through managing hotels, restaurants, cruise ships, resorts, theme parks, and any other kind of hospitality you can imagine. Operating busy tourist locations, creating marketing around leisure and travel, spotting trends, and planning events are just a few of the key aspects you will explore within this exciting field.
Hospitality and Tourism II	A	CTE	3 Years	EDL	Are you a people person? Then hospitality may be the field for you! Learn about what makes the hotel and restaurant industries unique. Learn about large and small restaurants, boutique and resort hotels, and their day-to-day operations. Evaluate the environment for these businesses by examining their customers and their competition. Discover trends and technology that makes each industry exciting and innovative. Explore a variety of interesting job options from Front Desk and Concierge services to Maître d and food service.
Hospitality and Tourism II	B	CTE	3 Years	EDL	Embark on your journey to becoming a manager in the hotel or restaurant industry by gaining knowledge and developing a variety of skills. Learn about different management styles, laws, and regulations that govern hotels and restaurants as well as how to develop job descriptions and business plans. You'll also explore how to create menus, advertise vacancies, perform interviews, and understand the financials of the hotel or restaurant.
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Management I	A	CTE	2 Years	EDL	From the shift managers at small businesses to the CEOs of large companies, effective management is key to any organization's success. Explore foundational management concepts such as leadership, managing teams, entrepreneurship, global business, finance, and technology and innovation. Engage in a capstone that pulls all of the concepts you've learned together, allowing you to see how management ideas can be applied to a business case study. Get started with learning the fundamentals of successful management.
Management I	B	CTE	2 Years	EDL	Every business and company needs management of some type. But what skills must you master in order to become an effective professional? Explore the ins and outs of this career, the responsibilities businesses have towards customers, and hiring the right employees. Gain an understanding of human resources (HR) to ensure job satisfaction and take action to ensure that all rules and laws are being followed. Learn how to become an effective manager in any field.
Network Security Fundamentals I	A	CTE	3 Years	EDL	Have you seen news headlines about cyber data breaches or hacks? With so many businesses working hard to ensure that their data and their customers' information stay safe and secure, it's no wonder that careers in cybersecurity are in high demand. Learn what information security is, hackers, viruses, spyware, network systems, identifying potential vulnerabilities, protecting against attacks, and creating a disaster and response plan if breaches do occur. Could you be the security specialist that stops the next cyberattack?
Network Security Fundamentals I	B	CTE	3 Years	EDL	As the world becomes increasingly more interconnected by technology, computer and mobile-based crimes are becoming more prevalent. Explore cyber forensics, encryption, cryptography and cryptology, user and password management to mitigate large data breaches, and other threats, vulnerabilities, and security issues. Discover what it takes to enter this high-demand career field. As a cybersecurity specialist, you'll never get bored with trying to keep individuals and organizations safe!
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Principles of Business Marketing Finance I	A	CTE	2 Years	EDL	Discover the fundamental knowledge that will help you pursue a career in business, as well as always generating interest and buzz around the products and services offered. Explore different types of businesses and ownership forms, the impact of governments on business, and the marketing of goods and services. Learn about globalization, free trade, and various economic systems, as well as the impact of technology on business, business ethics, and social responsibility.
Principles of Business Marketing Finance I	B	CTE	2 Years	EDL	Take your knowledge of business basics, finance, and marketing to the next level. Learn how to create a marketing strategy that promotes and attracts customers in order to sell a product or service. Explore important basics of business finance, including accounting, budgeting, and investing. And learn what careers are available in business and the important employability skills you'll need to ace the interview and land the job!
Workplace and Internship Readiness	S (1 Semester ONLY)	CTE	3 Years	EDL	Starting your first "real" job can be intimidating. But when you know what to expect and learn how to be successful, you'll feel confident about the hiring process and prepared to put yourself out there! Discover how to build a well-rounded set of employability and personal leadership skills that allow you to guide your own career. Learn how to communicate with others, take initiative, set goals, problem-solve, research different career options, and envision your own personal career path. Get ready to create a powerful launching pad that will help you blast off into a great first job experience!