STATE PUBLIC CHARTER SCHOOL AUTHORITY

EMO Separation Amendment Template

MS Word Template

1. <u>SPCSA Proposal Cover Sheet</u>

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

Primary contact person: Michael Olsen, Board Chair

Mailing address:

Street/PO Box: 498 So Boulder Hwy

City: Henderson   *State*   NV   *Zip*   89015

Phone Number: *day*   702.224.2809   *evening*   702.493.5661

Fax Number: Email: Michael.olsen@signatureprep.org

Name of team or entity applying: Signature Preparatory

2. <u>Executive Summary</u>

Required section

Provide a brief overview of your proposed school, including:

(a) An overview of the mission and vision for the school, noting any changes from the prior mission and vision as applicable
(b) Proposed model and target community (if changing)
(c) The outcomes you expect to achieve, highlighting any changes from the prior years
(d) The key components of the proposed educational model, highlighting any changes from the prior years, the contract with the former service provider, and the approved renewal application.

At Signature Preparatory, our unwavering mission is to provide the best educational experience to as many students as possible, in a moral and wholesome environment. Our vision, which is to LEARN, LEAD, and CHANGE THE WORLD, underscores our commitment to

instilling in our students a sense of responsibility to create a better future for themselves and for society.

Our core values, which we refer to as RAISE (Respect, Accountability, Integrity, Service, and Excellence), are intricately woven into our curriculum and culture. We strive to ensure that these values are reflected in all aspects of school life, from the way we interact with our students to the expectations we set for them.

We are proud to report that there have been no changes to our mission, vision, or values. Signature Preparatory remains committed to our current model and target community, and we will continue to serve the at-risk, special education, and underserved community of Henderson, NV, at our present location.

However, we do seek to cancel/transfer our existing EMO contract with Charter One, LLC, and replace it with Charter One NV, LLC. The proposed EMO comprises the same leadership that has been with the school since inception and will provide the same high-quality services that Charter One has offered for the last four years. The name change is merely for liability purposes, as Charter One incorporates in states where it operates.

The Board of Signature Preparatory, in collaboration with the school administration, has completed a proposed Material Amendment.

Signature Preparatory takes pride in its consistent high remarks year over year from the SPCSA, including multiple 100% Operational Performance Framework ratings. In recognition of our marketing and enrollment success, recently the SPCSA has asked our Executive Director, Gabe Shirey, to present to other Nevada charter schools his strategies for consistently attracting a diverse student population that represents the immediate community. Our student enrollment has increased by hundreds each year since the school's inception, and we remain committed to continuing to grow and improve.

In conclusion, Signature Preparatory remains steadfast in our mission to provide the best possible education to our students in a wholesome and morally sound environment. We believe that our core values of RAISE will continue to guide us in our journey towards creating responsible and empowered individuals who will go on to lead and change the world.

3. <u>Meeting the Need</u>

<u>To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.</u>

TARGETED PLAN

(1)   Identify the community you wish to serve and describe your interest in serving this specific community. **"NO CHANGE"**

(2)   Explain how your model, 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. **"NO CHANGE"**

PARENT AND COMMUNITY INVOLVEMENT

(1)   Describe the role to date of any parents, neighborhood, and/or community members involved in the school and changes to the school, if applicable. **"NO CHANGE"**

(2)   Describe how you will engage parents, neighborhood, and community members from the time that the amendment is approved through the opening of the school. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening? **"NO CHANGE"**

(3)   Describe how you will engage parents in the life of the 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. **"NO CHANGE"**

(4)   Discuss the community resources that will be available to students and parents. Describe any strategic partnerships the 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 Attachment 1, existing evidence of support from community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. **"NO CHANGE"**

(5)   Identify any organizations, agencies, or consultants that are partners in the transition of the school and/or the future of 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.   **"NO CHANGE"**

4. <u>Academic Plan</u>

<u>To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.</u>

MISSION & VISION

(1)   Provide the mission of your proposed school and describe how that mission will inform your school's daily activities and students' classroom experience. **"NO CHANGE"**

(2)   Describe the vision for your school, clearly illustrating what success will look like in terms of life outcomes for students and the impact on the local community and/or larger society. **"NO CHANGE"**

> (a) Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.

TRANSFORMATIONAL CHANGE

(1)   Articulate your approach to education. Describe the most essential features of your school that ensure it will meet the SPCSA's ambitious academic standards of high-quality, 4 and 5-star schools. **"NO CHANGE"**

(2)   Describe the fundamental features of your educational model that will drive outcomes in your proposed school. In particular, please highlight and explain in detail any changes from the previously implemented model that may have included the service provider. Key features may include: **"NO CHANGE"**

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

(3)   Describe the mechanisms by which the fundamental features you described in (2) will dramatically influence student success. Please provide evidence from your own experience and/or valid research. **"NO CHANGE"**

(4)   How will you drive growth among students at all achievement levels, accelerating the achievement of those who are most behind? **"NO CHANGE"**

CURRICULUM & INSTRUCTIONAL DESIGN

(1)   Describe the proposed academic program and how it complies with the requirements of NRS 388A.366 and NRS 389.018. **"NO CHANGE"**

(2)   Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population. Outline the data, methods, and systems teachers will use to provide differentiated instruction to all students. Include the professional development teachers will receive to ensure high levels of implementation. **"NO CHANGE"**

(3)   Describe the school's approach to help remediate students' academic underperformance. Detail the identification strategy, interventions, and remediation to be implemented. Cite the research/rationale for the chosen methods. How will you measure the success of your academic remediation efforts in year 1, year 3, year 5, and beyond? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?   **"NO CHANGE"**

(4)   Describe how you will identify the needs of all students. Identify the research-based programs, strategies and supports you will utilize to provide a broad continuum of services, ensure students' access to the general education curriculum in the least restrictive environment, and fulfill NV's required Response to Intervention model. **"NO CHANGE"**

(5)   Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. 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? **"NO CHANGE"**

(6)   Describe the enrichment opportunities that will be available to students performing at or above grade level as part of the school's comprehensive strategy to ensure that all pupils are making accelerated academic progress. **"NO CHANGE"**

(7)   Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards. **"NO CHANGE"**

HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS *(High School Applicants Only)*
High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For applicants who do not propose to operate a high school program during the initial charter term, please provide a brief statement explaining that the questions in this section are not applicable. **"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.

DRIVING FOR RESULTS

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

At Signature Preparatory, we place a great emphasis on academic data analysis to ensure that our students are consistently making progress throughout the year, including during

the summer. Our approach involves a collaborative effort between all stakeholders, including parents, staff, and students.

At the beginning of the academic year, we start collecting data, which is then reviewed at regular intervals throughout the year, including the end of the academic year, and even during the summer. This data review process involves all stakeholders, and it serves as the basis for setting our academic goals.

To set these goals, we rely on our school's leadership team and parents, who are invited to our informative sessions, "Coffee with Carey" and "Pop'n with the Principal". During these sessions, we engage in collaborative discussions, where we consider the data and establish our goals, always aiming for ambitious targets. For example, we typically set parameters of 20% annual growth or reductions.

Once the goals are established, we ensure that they are actively monitored throughout the year. To achieve this, we engage in Academic Parent Teacher Teams (APTT) at least two times per year. During these meetings, classroom teachers and parents work together to monitor progress and to make any necessary adjustments to our strategies.

Overall, our approach to academic data analysis and goal setting is designed to ensure that we provide the best possible education to our students. By involving all stakeholders in the process, we create a collaborative culture that is focused on continuous improvement and maximizing the potential of every student.

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

(a) Describe your presumed baseline and explain how it was set.

Signature Preparatory is a relatively new school that has faced several challenges during its early years of operation. The school was interrupted by the COVID-19 pandemic during its first year, and the following year's operations were also impacted. Given that the school is relatively new, the only information that was initially known about the prospective students was their gender, FRL status, ELL status, and IEP status (if they previously qualified). As a result, it was essential to collect and monitor interim benchmark assessment data from the start.

At Signature Preparatory, we place a significant emphasis on data collection, monitoring, and data-based decision-making as an integral part of our instructional culture. Our fall 2019 data was the very first opportunity to collect data on our student population, which served as a true baseline. As such, our fall data collection has become an essential part of our stakeholders' understanding of our annual collective efforts and partnership from the year prior.

Given our limited history, it is crucial that we collect and monitor data to ensure that our students are progressing towards achieving their full potential. Our data-driven approach

enables us to adjust our instructional practices and strategies to meet the unique needs of our students. Through this approach, we are continuously learning and improving to provide the best possible educational experience for our students.

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

Signature Preparatory employs a comprehensive approach to measuring student progress and growth by utilizing the Fastbridge Assessment, a universal benchmark and progress monitoring tool provided by Illuminate. This assessment is administered to all students during the Fall, Winter, and Spring semesters each year. The resulting data is analyzed during school-wide meetings, while grade-level portions are discussed during Professional Learning Community (PLC) meetings. During these PLC meetings, students who require continued acceleration or intervention are identified.

In the area of reading, students who require intervention are monitored weekly, and all students receive 45-minute daily small group guided reading sessions, as well as computer-based instruction through the Lexia software. Similarly, students who require math intervention receive small group guided math lessons and 25 minutes of computer-based math intervention through the MobyMax software.

Data is collected and analyzed throughout the year, including at the start, during, and end of the year (including the summer). This data is presented by school administration in various contexts and is reviewed by all stakeholders, including parents, staff, and students. Goals are then set collaboratively by the school's leadership team and parents during the "Coffee with Carey" and "Pop'n with the Principal" informative sessions. These goals are ambitious, with a target of achieving 20% annual growth or reduction. Classroom teachers and parents work together to create and monitor these goals at least two times per year during the Academic Parent Teacher Teams (APTT) meetings.

Data collection, monitoring, and decision making are at the heart of the school's instructional culture. This approach allows for a comprehensive understanding of the effectiveness of the school's academic programs and provides students with the necessary support to ensure their success.

Goal	Evaluation Tool and Frequency	Baseline	2020-21	2021-22	2022-23
K-5: Increase student proficiency in mathematics SBAC by 20% from 30.2% to 50.2%.	Illuminate Fastbridge (aMath)	2019-2020 School Inaugural Year Fall K-5: 32.6%	Fall K-5: 51.3% Fall 6-8: 30.2%	Fall K-5: 59.4% Fall 6-8:	Fall K-5: 59% Fall 6-8: 43.3%

6-8: Increase student proficiency in mathematics SBAC by 20% from 21.1% to 41.1%.		Fall 6-8: 0%		40%	
K-5: Increase student proficiency in ELA SBAC by 20% from 45.6% to 65.6%. **6-8:** Increase student proficiency in ELA SBAC by 20% from 51.3% to 71.3%.	Illuminate Fastbridge (aRead)	2019-2020 School Inaugural Year Fall K-5: 26.4% Fall 6-8: 38.1%	Fall K-5: 61.4% Fall 6-8: 46.3%	Fall K-5: 55.6 % Fall 6-8: 39%	Fall K-5: 59.6% Fall 6-8: 50%
K-5: Decrease student Chronic Absenteeism by 20% from 37.5% to 17.5%. **6-8:** Decrease student Chronic Absenteeism by 20% from 37.3% to 17.3%.	Infinite Campus Daily Attendance	2019-2020 School Inaugural Year (COVID Interruption)	(COVID Continued)	K-5: 37.5% 6-8: 37.3%	*January 2023:* K-5: 33% 6-8: 16%

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

Signature Preparatory places great emphasis on using data to drive student success. To achieve this goal, the school uses Illuminate's Fastbridge Assessment Portfolio, which includes universal benchmark assessments and progress monitoring tools. These assessments are administered three times a year - in the fall, winter, and spring - to track students' academic progress.

The school analyzes the data at both the school-wide level and during Professional Learning Community (PLC) grade-level meetings. In these meetings, teachers review and discuss the assessment results and identify students who require additional support or who are ready for acceleration.

For students who require intervention, the school provides weekly progress monitoring and 45-minute daily sessions of small group guided reading and computer-based Lexia software. Additionally, students in need of math intervention receive 15-minute small group guided math lessons and 25-minutes of math intervention through computer-based MobyMax software.

Signature Preparatory believes in the power of data-driven decision-making to ensure that students receive the support they need to achieve their full potential. The school's dedication to using data to inform its teaching practices allows for targeted and individualized support that benefits students' academic growth.

Furthermore, the school administration presents data collected at the start, during/throughout, and end of the year to all stakeholders, including parents, staff, and students. These presentations take place in a variety of contexts, such as the Coffee with Carey and Pop'n with the Principal sessions, where goals are set and growth parameters established for the year. These goals are created collaboratively with the school's leadership team and parents, with the aim of achieving ambitious annual growth or reductions. The progress towards these goals is further monitored and evaluated twice a year during Academic Parent Teacher Team (APTT) meetings, where parents and classroom teachers work together to ensure students' success.

In conclusion, data collection, monitoring, and decision-making are fundamental components of Signature Preparatory's instructional culture. The school's commitment to using data to drive academic progress allows for targeted and individualized support for students, which helps them achieve their full potential.

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

At Signature Preparatory, we believe that embedded assessments and checks for understanding are crucial in ensuring that instruction meets the needs of our students. We provide our teachers with ongoing professional development and support to help them create and implement effective assessments.

Our approach includes imbedding checks for understanding within every lesson, ensuring that teachers can gather immediate feedback on student understanding and adjust instruction as needed. This approach is supported by the fact that Checks for Understanding is a category of the teacher's evaluation rubric and each lesson observed is evaluated for this practice. This creates accountability for our teachers to consistently incorporate checks for understanding in their daily lessons.

Furthermore, we prioritize collaboration and data-driven decision-making through weekly grade level Professional Learning Community (PLC) meetings. Teachers at each grade level agree upon the use of common formative assessments, materials, and instructional approaches for the week to follow. This allows teachers to align their instruction with each other and ensures consistency in assessing student progress.

We also offer ongoing professional development opportunities and resources for teachers to help them develop and refine their skills in creating and implementing assessments. This includes access to research-based assessment strategies, training on the use of assessment data to drive instruction, and opportunities to collaborate with colleagues and experts in the field.

In summary, we prioritize embedded assessments and checks for understanding at Signature Preparatory and provide our teachers with the necessary support and resources to effectively implement them in their classrooms.

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

To ensure the validity and reliability of our proposed interim assessments, Signature Preparatory will engage in a rigorous process of alignment and validation. First, we will ensure that the assessments align with our school's curriculum and performance goals, as well as with the SPCSA and state standards. This alignment will be achieved through a thorough review of the assessments by our instructional leaders, who will examine each item to ensure that it assesses the appropriate content and skills.

Additionally, we will utilize Illuminate's portfolio of assessments, which are based on research from the National Association of School Psychologists, to provide a research-based system of assessment that is aligned with our school's MTSS approach. We will also monitor student performance three times per year, as well as through weekly progress monitoring, in order to track student growth and identify areas where students may need additional support or acceleration.

Furthermore, we will utilize the data collected from these assessments to drive our instruction and make mid-year strategy corrections as needed. This data will also provide us with insight into each student's understanding of fundamental skills, which will support their attainment of learning objectives provided within Nevada Academic Content Standards.

Finally, our school-wide commitment to a consistent system of assessment will ensure that data interpretation is accessible and understandable for all stakeholders. We will regularly review and analyze the data as a school community to ensure that it is being used effectively to support student growth and success.

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

In the event that the school falls short of academic achievement expectations or goals, a multifaceted approach to corrective action will be implemented. The first step would involve continued data analysis, which will allow the school to pinpoint specific areas where student learning has fallen short. This data will be analyzed by school administration and all stakeholders, including parents, teachers, and students.

The next step in the process will be problem-solving, in which a team will work collaboratively to identify the underlying reasons for the shortfall and develop strategies to address them.

Once the problem has been identified, a solution generation phase will begin. This will involve brainstorming potential solutions to the identified problem and evaluating each option in terms of feasibility, cost, and effectiveness. Once the best solution has been identified, it will be implemented with the help of all stakeholders.

Increased frequency of monitoring will also be necessary to ensure that the corrective actions taken are effective. This monitoring will take the form of ongoing assessments, progress monitoring, and regular data analysis. The school administration will be responsible for ensuring that corrective actions are being implemented effectively, and that monitoring efforts are conducted regularly and thoroughly.

Ultimately, the goal of corrective action is to improve academic achievement for all students. The school will work closely with parents, teachers, and students to ensure that all stakeholders are engaged and motivated to support these efforts. By working together and using data-driven approaches, the school will be able to identify problems, develop solutions, and make the necessary corrections to ensure that all students are successful.

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

Illuminate's Fastbridge Assessment Portfolio are used to inform instruction. These assessments are administered three times a year (Fall, Winter, and Spring) and provide valuable insights into student progress and mastery of key skills and concepts. Teachers and school leaders use the data from these assessments to inform their instruction, identify areas of strength and weakness, and determine the most effective interventions and strategies to support student learning.

To ensure that teachers and school leaders are trained in the use of interim assessments, professional development opportunities are provided throughout the year. These opportunities include training on how to administer and score assessments, how to interpret and analyze data, and how to use the data to inform instruction. In addition, teachers are provided with ongoing support and feedback on their use of interim assessments through regular coaching and observation.

If the data collected from interim assessments indicate that student academic achievement falls short of expectations or goals, corrective actions will be taken. These actions will be determined by the school's leadership team in collaboration with stakeholders, and may include increased support for struggling students, changes to instructional strategies, and more frequent monitoring of student progress. The responsibility for implementing these corrective actions will be shared among school leaders, teachers, and support staff, with clear communication and accountability structures in place to ensure that all stakeholders are aware of their roles and responsibilities.

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K-5: Increase student proficiency in mathematics SBAC by 20% from 30.2% to 50.2%. **6-8:** Increase student proficiency in mathematics SBAC by 20% from 21.1% to 41.1%.	Illuminate Fastbridge (aMath)	Fall K-5: 59% Fall 6-8: 43.3%	Winter K-5: 63.5% Winter 6-8: 41%		Spring K-5: TBD Spring 6-8: TBD
K-5: Increase student proficiency in ELA SBAC by 20% from 45.6% to 65.6%. **6-8:** Increase student proficiency in ELA SBAC by 20% from 51.3% to 71.3%.	Illuminate Fastbridge (aRead)	Fall K-5: 59.6% Fall 6-8: 50%	Winter K-5: 61.8% Winter 6-8: 51.7%		Spring K-5: TBD Spring 6-8: TBD
K-5: Decrease student Chronic Absenteeism by 20% from 37.5% to 17.5%. **6-8:** Decrease student Chronic Absenteeism by 20% from 37.3% to 17.3%.	Infinite Campus Daily Attendance	November 2022: K-5: 30% 6-8: 26%	January 2023: K-5: 33% 6-8: 16%		Spring 2023 K-5: TBD 6-8: TBD

(4)   Describe the process for collecting and storing data, including the information system(s) used in addition to the statewide Infinite Campus system. **"DESCRIBED IN DETAIL IN SIS SECTION"**

AT-RISK STUDENTS AND SPECIAL POPULATIONS

At-Risk Students

(1)   Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. **"NO CHANGE"**

(2)   What interventions will be offered for students exhibiting early signs of behavioral concerns? How will individual behavior plans for students be implemented and monitored? **"NO CHANGE"**

Special Education

(1)   Identification: How will the school identify students in need of additional supports or services? **"NO CHANGE"**

   (a) (*Elementary Schools Only*) How will the school accurately identify students prior to enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?(Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?
   (b) (*All Schools*) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

(2)   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. **"NO CHANGE"**

(3)   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? **"NO CHANGE"**

(4)   Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools. **"NO CHANGE"**

(5)   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? **"NO CHANGE"**

(6)   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. **"NO CHANGE"**

(7)   Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel? **"NO CHANGE"**

(8)   Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with disabilities? **"NO CHANGE"**

English Language Learners

(1)   Identification: What methods will you employ to identify English Language Learners? How will you work to avoid misidentification? **"NO CHANGE"**

(2)   Placement: How will the results of the W-APT assessment and other identification and program placement decisions be communicated to staff and parents? **"NO CHANGE"**

(3) Staffing: How will you ensure qualified staffing to meet the needs of ELL students? What staff will be responsible for administering the W-APT or the WIDA MODEL to new students? What staff will be accountable for ongoing monitoring of the performance of ELL students? Note: Nevada law requires licensure (TESL endorsement) for the primary teacher providing ELL services in pull-out and inclusive environments at all charter schools. **"NO CHANGE"**

(4) Curriculum and Instruction: What specific instructional programs, practices, and strategies will be employed to ensure academic success and equitable access to the core academic program for English Language Learners? **"NO CHANGE"**

(5) Monitoring: What plans are in place for monitoring and evaluating the progress and success of ELL students, including the process for exiting students from ELL services as needed? **"NO CHANGE"**

(6) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of ELLs? **"NO CHANGE"**

Homeless/Migrant Services

(1)   Identification: What methods will you employ to identify families who qualify for homeless and/or migrant services? How will you work to avoid misidentification? **"NO CHANGE"**

(2)   Meeting the Need: How will you ensure that identified families receive the required services within the mandated timeframe? **"NO CHANGE"**

SCHOOL STRUCTURE: CULTURE

(1)   Describe the culture or ethos of the school without a service provider. Explain how it will promote a positive academic environment and reinforce student intellectual and social development. **"NO CHANGE"**

(2)   Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school this upcoming year. Describe the plan for enculturating students who enter the school mid-year. **"NO CHANGE"**

(3)   Discuss your approach to reinforcing positive student behavior and ensuring that all students remain on track to achieve the academic and social objectives set out in the mission of your school. **"NO CHANGE"**

(4)   Describe how the school plans to align staff and students around high expectations for student behavior. **"NO CHANGE"**

(5)   Please describe how you will measure school culture and evaluate implementation of your culture plan. Include how parent and student feedback will be incorporated in measuring your school's success in creating a positive culture. **"NO CHANGE"**

(6)   Describe the school's approach to help support all students' social and emotional needs. Detail the identification strategy, interventions, and remediation to be implemented and cite the research/rationale for the selected methods. How will you measure the success of your social and emotional remediation efforts? How will you communicate the need for remediation to parents and invest them in supports? **"NO CHANGE"**

SCHOOL STRUCTURE: STUDENT DISCIPLINE

(1)   Describe the school's discipline policy. Discuss the practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior. **"NO CHANGE"**

(2)   Describe the procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion. **"NO CHANGE"**

(3)   Who will be responsible for implementing the school's discipline policy? Who will ensure that accurate disciplinary records are maintained? Who will report discipline data to the school and the SPCSA? How will you use this data to make needed changes for school culture? **"NO CHANGE"**

(4)   How will you ensure that discipline practices don't disproportionately penalize more vulnerable student populations? **"NO CHANGE"**

(5)   Describe the core principles of the school's proposed parent grievance policy. **"NO CHANGE"**

(6)   Discuss any required dress code or uniform policy. **"NO CHANGE"**

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

(1)   Discuss the annual academic schedule for the school (included in the student/parent handbook). Explain how the calendar reflects the needs of the student population and the educational model. **"NO CHANGE"**

(2)   Describe the structure of the school day and week. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. **"NO CHANGE"**

(3)   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? **"NO CHANGE"**

5. <u>Operations Plan</u>

<u>To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response.</u>

BOARD GOVERNANCE

(1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.

As the charter school board, we believe that our governance philosophy should be guided by the principles of respect, accountability, integrity, service, and excellence. We are committed to upholding these values in all of our actions and decisions.

In terms of our governance structure, we will follow the principles of Robert's Rules of Order to ensure that our meetings are efficient, fair, and productive. We will work collaboratively with all key stakeholder groups, including parents, teachers, staff, and the community at large, to ensure that we are meeting the needs of our students and fulfilling our mission.

We recognize the importance of transparency and compliance with all laws and regulations governing our charter school. We will strive to report accurately and promptly to the public and to our authorizing entity, and we will make every effort to engage in open and honest communication with all stakeholders.

Overall, our goal is to create a governance philosophy that fosters a culture of collaboration, transparency, and accountability, and that empowers all members of our community to work together to achieve our shared vision for our charter school.

(2) Describe the governance structure of the proposed school, 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.

The board has a governance structure that includes a governing board, a principal, and an academic, financial, and operational committees. The primary role of the governing board will be to oversee the school's operations, including academic performance, financial management, and compliance with applicable laws and regulations. The board will work collaboratively with the principal to develop and implement policies that will ensure the school's success.

The governing board will interact with the principal through regular meetings and ongoing communication. The board will provide guidance and support to the principal, while also holding them accountable for achieving the school's goals and objectives. The board will

establish clear performance expectations for the principal/head of school and evaluate their success based on these expectations.

Advisory committee's are established to provide input and guidance on specific areas of the school's operations, such as academics, finance, or facilities management. These bodies may include representatives from key stakeholder groups, including parents, teachers, and community leaders.

The governance structure and composition of the board will help ensure the school's success in several ways. First, the board will have a diverse range of expertise and perspectives to draw upon, which will enable it to make informed decisions that reflect the needs and interests of all stakeholders. Second, the board will establish clear performance expectations and hold the principal accountable for achieving them, which will help ensure that the school is meeting its educational and operational goals.

Finally, the board will actively engage with parents and other stakeholders to ensure that their voices are heard and that the school is responsive to their needs and concerns.

The governance structure will be guided by Robert's Rules of Order and the school's values, including respect, accountability, integrity, service, and excellence. The board will also be committed to compliance with all applicable laws and regulations and will report accurately and transparently to the public.

(3)   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.

Board member orientation and training are critical components of ensuring effective governance and success of a charter school. At Signature Preparatory, new board members will receive comprehensive orientation and training from SPCSA-approved trainers upon onboarding. In addition, the board will have ongoing development opportunities, including annual in-person training sessions, which will cover all aspects of being a board member, including legal and financial requirements, as well as best practices for effective governance.

Charter One NV also provides additional support and resources to our board members. One such resource is Charter Vision, which allows school administrators and board members to automate the emailing of board financial reports and provide print materials for board meetings. Additionally, Charter One NV and its various departments will attend board meetings and provide financial reports and analyses to aid in decision-making and oversight.

Ensuring compliance with laws and regulations is also a top priority for our board. Charter One NV's legal team will assist the board in staying in compliance with the Open Meeting Law and provide board trainings on a range of topics. It also plans to apply for SPCSA Certification to continue to provide necessary and required trainings.

Charter One NV's commitment to ongoing training and development for board members will help ensure that the board is well-equipped to evaluate the success of the school and school leader and effectively represent the interests of all key stakeholders, including parents. We have developed a comprehensive timetable, specific topics to be addressed, and requirements for participation to ensure that all board members receive the necessary training and support to fulfill their responsibilities effectively.

(4) 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.

At Signature Preparatory, the board, staff, and committees (academic, operations, and financial) work together in a collaborative and supportive manner to ensure the success of the school. The board provides oversight and strategic direction to the staff, while the staff implements the board's vision for the school.
The board also works closely with Charter One NV to ensure that the school is running efficiently and effectively.

Regular reports will be provided to the board on a monthly basis, which will cover financial, operational, and academic performance. The financial report will include a detailed analysis of the school's budget and financial health, including any variances from the budget and any corrective actions taken to address these variances. Also, a comprehensive update of upcoming and fulfilled grants. The operational report will cover all aspects of the school's operations, including facilities management, transportation, and food services. The academic report will provide an update on student performance, including assessment results, student progress, and any interventions or supports provided to students.

The frequency of the reports will be determined by the board, but they will be provided at least monthly to ensure that the board has up-to-date information on the school's performance. The reports will be prepared by the school's staff and education management organization, and they will be presented to the board by the school's executive director or another designated staff member. The board will have the opportunity to ask questions and provide feedback on the reports, and any necessary action items will be identified and addressed.

(5) 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.

Signature Preparatory has formed and will continue to group several advisory bodies or councils to provide input and feedback to the school's governing body and leadership. These bodies include the Academic Advisory Council, the Operations Advisory Council, and the Finance Advisory Council.

The Academic Advisory Council will consist of educators, parents, and community leaders who will advise the board and school leadership on academic programs, curriculum, and instruction. The council will meet quarterly and provide input on academic goals, assessments, and professional development opportunities for staff. Teachers and academic staff will be nominated by the school principal and selected by the board. Parents and community members can also apply for membership.

The Operations Advisory Council will be composed of representatives from the school's administrative staff, parents, and community members. The council will advise the board on non-academic operational issues such as facilities, transportation, food services, and safety. The council will meet quarterly and provide input on operational goals, policies, and procedures. The school principal and board will select members for this council.

The Finance Advisory Council will consist of professionals with expertise in accounting, finance, and budgeting. The council will advise the board on financial matters including the annual budget, audits, and financial reporting. Members will be nominated by the board and will meet quarterly to provide input and guidance on financial matters.

The strategy for achieving the desired composition of these councils will be a combination of nomination and application processes. Teachers and academic staff will be nominated by the school principal and selected by the board. Parents and community members can apply for membership on any of the councils. The board will also nominate members with expertise in the relevant areas.

The role of parents, students, and teachers will be crucial in the composition of these advisory bodies. They will be invited to participate in the councils and provide input on important matters related to the school. The reporting structure will be well-defined, with each advisory council reporting to the board at least quarterly. Each council will provide written reports on their activities, recommendations, and feedback. The board will use this information to inform decision-making and improve the overall functioning of the school.

(6) 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.

If a parent or student has an objection to a governing board policy or decision, administrative procedure, or practice at the school, the school will follow a formal process to address the issue. The first step will be for the parent or student to bring the objection to the attention of the appropriate school administrator. The administrator will listen to the objection and attempt to address the concern through informal discussions or other means. If the issue cannot be resolved at this level, the administrator will refer the matter to the appropriate board committee for further review and discussion.

If the issue is not resolved by the board committee, the parent or student may request a hearing before the full board. The board will hear the concern and review all relevant information and documentation. After considering all factors and input, the board will make a decision on the matter and communicate it to the parent or student in a timely manner.

If the parent or student is still unsatisfied with the outcome, they may have the option to appeal the decision to the appropriate state agency or SPCSA, depending on the nature of the issue. The school will provide information on the appeal process and any required documentation or procedures.

Throughout the process, the school will strive to maintain open and transparent communication with the parent or student and provide regular updates on the status of the matter. The school will also ensure that all actions taken are in compliance with applicable laws, policies, and procedures.

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

Goal	Purpose	Outcome Measure
Ensure effective governance	Ensure high-quality education and operational success	Annual review of school performance
Foster transparency and accountability	Promote trust and communication with stakeholders	Compliance with open meeting laws and timely reporting
Ensure financial stewardship	Ensure responsible use of resources	Annual audit with no material findings
Promote ongoing board development	Ensure board members are informed and equipped to fulfill their duties	Completion of annual training
Cultivate diversity and inclusivity	Ensure representation and perspectives from a range of stakeholders	Board composition reflective of school community

Board members will be held accountable for achieving these goals through regular monitoring and evaluation by the board chair and executive director, as well as through annual performance reviews. Key expectations for board members include attendance at board meetings and participation in relevant training and professional development opportunities. Board members are expected to act in the best interest of the school and adhere to the school's values of respect, accountability, integrity, service, and excellence.

Removal from the board may be triggered by actions that violate the school's bylaws or policies, unethical or illegal behavior, failure to attend a certain number of board meetings, or conduct detrimental to the school or board. The process for removal will follow the school's bylaws and may involve a formal review by the board or an independent committee, with the opportunity for the board member to present their case.

LEADERSHIP TEAM

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

    (a) Organizational charts for this upcoming year **"ORGANIZATIONAL CHART INCLUDED"**

    (b) Job descriptions for each leadership role

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

    (a) School leadership, operations, and governance;

    (b) Curriculum, instruction, and assessment;

    (c) At-risk students and students with special needs;

    (d) Performance management; and

    (e) Parent and community engagement.

Charter One NV and Signature Preparatory have a diverse set of qualifications and experiences that we believe will enable a successfully implementation of the school design.

(a) School leadership, operations, and governance: Our team includes individuals with extensive experience in school leadership, operations, and governance. This includes individuals who have served as principals, assistant principals, and school administrators. Our team also includes individuals with experience in nonprofit management, finance, and law, which will be critical for effective governance of the school.

(b) Curriculum, instruction, and assessment: We have individuals on our team with deep expertise in curriculum development, instruction, and assessment. This includes individuals with experience as classroom teachers, curriculum specialists, and assessment experts. We also have individuals with experience in designing and implementing personalized learning plans and integrating technology into instruction.

(c) At-risk students and students with special needs: Our team includes individuals with expertise in supporting at-risk students and students with special needs. This includes individuals with experience in special education, counseling, and mental health. We also have individuals with experience in implementing trauma-informed practices and restorative justice.

(d) Performance management: Our team includes individuals with experience in performance management and data analysis. This includes individuals with experience in designing and implementing data-driven systems for monitoring student progress and evaluating program effectiveness.

(e) Parent and community engagement: We have individuals on our team with expertise in parent and community engagement. This includes individuals with experience in community organizing, parent outreach, and family engagement. We also have individuals with experience in building partnerships with community organizations and local businesses.

Overall, we believe that our team has the necessary qualifications and expertise to successfully implement the school design. We are committed to ongoing professional

development and continuous improvement to ensure that we are equipped to meet the needs of all students.

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

The board of directors and Charter One NV are responsible for school leader coaching and training. The EMO provides ongoing professional development opportunities, such as leadership workshops and training sessions, to ensure that the school leader is equipped with the skills and knowledge needed to succeed in their role.

The board also provides regular feedback to the school leader through performance evaluations, which are based on established competencies and goals. Additionally, Charter One NV provides employee guides and manuals that outline expectations and best practices for school leadership, as well as access to paid professional development opportunities. The competencies used for school leader selection and evaluation are aligned with the school's mission and goals, and are regularly reviewed and updated to ensure they remain relevant and effective.

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

The school leader plays a crucial role in the recruitment, hiring, development, and retention of a highly effective staff. To ensure the success of this process, the school leader will work closely with the board and Charter One NV to identify and attract talented educators through various means such as using online platforms to recruit, leveraging their own networks, reaching out to teachers with whom they've worked in the past, and relying on referrals from trusted sources.

Once potential candidates have been identified, the school leader will oversee a thorough hiring process that includes multiple interviews, reference checks, and performance assessments to ensure that the best possible candidate is selected.

To support the ongoing development of staff, the school leader will work closely with the board and Charter One NV to provide regular professional development opportunities, which will include training on the latest educational practices and ongoing coaching and support. The school leader will also be responsible for ensuring that each employee has an individual development plan and regular check-ins to ensure that they are meeting their goals.

Retention of high-quality staff will also be a priority for the school leader. To do this, they will be responsible for creating a positive school culture, recognizing and rewarding excellent performance, and ensuring that staff feel valued and supported. Additionally, the school leader will work closely with the board and Charter One NV to ensure that salaries and benefits are competitive and reflect the value that the school places on its employees.

Overall, the school leader will play a critical role in ensuring that the school attracts and retains a highly effective staff that is committed to providing an excellent education for all students.

(5) Explain your school leader's role in providing instructional guidance and school culture guidance. How will the leadership teamwork in support of the school leader's guidance?

The school leader plays a critical role in providing instructional and school culture guidance at the school. Instructional guidance involves ensuring that the academic program is rigorous and aligned with state standards, that curriculum and instruction are differentiated to meet the needs of all students, and that professional development opportunities are provided to staff to continually improve their instructional practices.

In terms of school culture guidance, the school leader is responsible for fostering a positive and inclusive school culture, establishing and enforcing behavioral expectations, and creating a safe and welcoming learning environment for all students. The school leader should lead by example, model positive behavior and interactions, and establish and reinforce clear communication protocols.

The leadership team, consisting of the school leader and other administrators, plays a critical role in supporting the school leader's guidance. They work collaboratively with the school leader to develop and implement instructional and school culture initiatives, provide ongoing coaching and support to teachers, and ensure that the school is aligned with the mission and vision of the school.

The leadership team should be knowledgeable about best practices in instructional and school culture guidance, and work collaboratively to develop and implement strategies to improve student learning and foster a positive school culture. They should also provide ongoing support and feedback to the school leader to ensure that the instructional and school culture guidance is effective and aligned with the goals of the school.

(6) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

In order to ensure continuity and sustainability within the leadership team, we have implemented a structure that fosters redundancy in knowledge and skill. Our leadership team operates under a collaborative model that encourages cross-functional knowledge sharing and skill-building. This model ensures that multiple team members possess a deep understanding of critical processes, and that our school is not dependent on any single individual.

Additionally, we have established processes for documenting and sharing key information to ensure that knowledge is not lost when a team member transitions out of their role. Our commitment to ongoing professional development also ensures that team members are continually building their skill sets and acquiring new knowledge to better serve our school community.

STAFFING

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

Signature Preparatory currently has a student population of 990, leaving a capacity of 1040 students in the facility. As of now, the school foresees no significant changes in its enrollment or staffing. However, Charter One NV has implemented some minor modifications in its staffing structure to enhance the school's performance further.

Charter One NV, the school's EMO, has strategically added an additional employee to the finance department, a move expected to enhance the turnaround time on grant and compliance submissions. This addition will allow the school to capture more grant funds, which will ultimately help Signature Preparatory fulfill its mission of providing quality education to its students.

In a bid to streamline its operations, Charter One NV has decided to decrease the marketing department's staff to one employee. This adjustment is appropriate for a single school, especially given the highly competitive landscape of the local charter school community. The organization believes that Signature Preparatory's success is largely dependent on its ability to stay abreast of community trends, and this will enable the school to maintain its high enrollment.

Overall, the EMO's changes in staffing signify its commitment to continuously improving the school's performance. By making these minor modifications, the school will remain efficient, maintain a stable student population, and provide quality education to its students.

School

Year	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Management Organization (EMO/CMO) Positions						
Finance	3	3	3	4	4	4
Marketing	2	2	2	1	1	1
HR	2	2	2	2	2	2
SIS	1	1	1	1	1	1
Health Services	1	1	1	1	1	1
IT	1	1	1	1	1	1

Academics	1	1	1	1	1	1
SPED	1	1	1	1	1	1
Food Services	1	1	1	1	1	1
Facility Management	1	1	1	1	1	1
Legal/Compliance	1	1	1	1	1	
Total Back-Office FTEs	**15**	**15**	**15**	**15**	**15**	**15**
School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	**1**	**1**	**1**	**1**	**1**	**1**
Add'l School Leadership Position 1 [Specify]	**1**	**1**	**1**	**1**	**1**	**1**
Add'l School Leadership Position 2 [Specify]	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Add'l School Leadership Position 3 [Specify]	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Classroom Teachers (Core Subjects)	**36**	**36**	**44**	**45**	**45**	**45**
Classroom Teachers (Specials)	**5**	**5**	**7**	**7**	**7**	**7**
Student Support Position 1 [e.g., Social Worker]	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Student Support Position 2 [specify]	**N/A**	**N/A**	**3**	**3**	**3**	**3**
Specialized School Staff 1 [specify]	**4**	**4**	**6**	**6**	**6**	**6**
Specialized School Staff 2 [specify]	**4**	**4**	**1**	**1**	**1**	**1**
Teacher Aides and Assistants	**10**	**10**	**14**	**14**	**14**	**14**
School Operations Support Staff	**5**	**5**	**5**	**5**	**5**	**5**
Total FTEs at School	**67**	**67**	**83**	**84**	**84**	**84**

Network

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Number of elementary schools	1	1	1	1	1	1
Number of middle schools	0	0	0	0	0	0
Number of high schools	0	0	0	0	0	0
Total schools	1	1	1	1	1	1
Student enrollment						
Elementary School Staff						
Principals	1	1	1	1	1	1
Assistant Principals	**1**	**1**	**1**	**1**	**1**	**1**
Add'l School Leadership Position 1 [Specify]	**1**	**1**	**1**	**1**	**1**	**1**
Add'l School Leadership Position 2 [Specify]	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Add'l School Leadership Position 3 [Specify]	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
Classroom Teachers (Core Subjects)	**26**	**22**	**30**	**30**	**30**	**30**
Classroom Teachers (Specials)	**5**	**5**	**7**	**7**	**7**	**7**
Special Education Teachers	**3**	**3**	**3**	**3**	**3**	**3**
ELL/TESOL Teachers	**1**	**1**	**1**	**1**	**1**	**1**

Student Support Position 1	N/A	N/A	N/A	N/A	N/A	N/A
Student Support Position 2 Tutors	N/A	N/A	3	3	3	3
Specialized School Staff 1 Recess Aides	4	4	6	6	6	6
Specialized School Staff 2 Custodians	4	4	1	1	1	1
Teacher Aides and Assistants	10	10	14	14	14	14
School Operations Support Staff	5	5	5	5	5	5
Total FTEs at Elementary Schools	61	57	73	73	73	73
Middle School Staff						
Principals	0	0	0	0	0	0
Assistant Principals	0	0	0	0	0	0
Add'l School Leadership Position 1 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 2 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 3 [Specify]	0	0	0	0	0	0
Classroom Teachers (Core Subjects)	5	9	9	9	9	9
Classroom Teachers (Specials)	0	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0	0
Special Education Teachers	1	1	1	2	2	2
ELL/TESOL Teachers	0	0	0	0	0	0
Student Support Position 2 [specify]	0	0	0	0	0	0
Specialized School Staff 1 [specify]	0	0	0	0	0	0
Specialized School Staff 2 [specify]	0	0	0	0	0	0
Teacher Aides and Assistants	0	0	0	0	0	0
School Operations Support Staff	0	0	0	0	0	0
Total FTEs at Middle Schools	6	10	10	11	11	11
High School Staff						
Principals	0	0	0	0	0	0
Assistant Principals	0	0	0	0	0	0
Deans	0	0	0	0	0	0
Add'l School Leadership Position 1 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 2 [Specify]	0	0	0	0	0	0
Add'l School Leadership Position 3 [Specify]	0	0	0	0	0	0
Classroom Teachers (Core Subjects)	0	0	0	0	0	0
Classroom Teachers (Specials)	0	0	0	0	0	0
Special Education Teachers	0	0	0	0	0	0
ELL/TESOL Teachers	0	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker]	0	0	0	0	0	0
Student Support Position 2 [specify]	0	0	0	0	0	0
Specialized School Staff 1 [specify]	0	0	0	0	0	0
Specialized School Staff 2 [specify]	0	0	0	0	0	0

Teacher Aides and Assistants	0	0	0	0	0	0
School Operations Support Staff	0	0	0	0	0	0
Total FTEs at High Schools	**0**	**0**	**0**	**0**	**0**	**0**
Total Network FTEs						

HUMAN RESOURCES

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

Charter One NV places a high priority on recruiting and hiring highly qualified teachers to implement the school design successfully. The EMO recognizes the critical role teachers play in delivering quality education to students, and it is committed to identifying, attracting, and retaining the best possible talent.

To achieve this, the HR department will utilize a variety of strategies to attract, hire and retain top talent. One key strategy is the use of traditional and mass-market job boards such as Indeed, LinkedIn, and Monster, as well as job boards that are targeted to teachers and other education professionals. These platforms have a large reach and are often the go-to for job seekers. In addition to job boards, the HR department will maintain a list of "passive candidates" who have expressed interest in working at Signature Preparatory at some point in the future. This will ensure that there is an available pool of talent at all times and allow the EMO to proactively reach out to candidates.

Furthermore, the HR department will extensively train all new employees and will provide paid professional development opportunities to ensure that they are equipped with the necessary skills and knowledge to be successful in their roles. Additionally, the EMO will tap into its own networks and teachers with whom they've worked in the past, as well as referrals from current employees, to identify potential candidates. This approach will allow the EMO to identify candidates who have a track record of success and are a good fit for the school's culture.

To ensure that only the most qualified and suitable candidates are hired, Charter One NV has established key selection criteria that include a Bachelor's or Master's degree in Education or a related field, a valid teaching certificate, and experience teaching in a similar school environment. The HR department will also conduct thorough background checks and will require candidates to provide references and undergo multiple interviews to ensure they meet the desired criteria.

The timeline for recruiting and hiring teachers will vary depending on the needs of the school, but Charter One NV is committed to finding the best candidates as quickly as possible. The EMO will work closely with the school leadership team to ensure that hiring needs are met in a timely and efficient manner, and that staffing levels are appropriate to meet the needs of the students.

In conclusion, Charter One NV's HR department has a comprehensive strategy in place to attract, hire, and retain top talent at Signature Preparatory. Through the use of a variety of recruitment strategies, established selection criteria, and paid professional development opportunities, the EMO is confident in its ability to identify and hire highly qualified teachers who will help students achieve their full potential.

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

Signature Preparatory, offers competitive salaries and employment benefits to all its employees, and they receive full health benefits as well as opportunities for bonuses and extra pay for taking on more responsibility.

To retain high-performing teachers, Signature Preparatory has a multi-faceted strategy that includes providing ongoing professional development opportunities, offering opportunities for advancement and leadership roles within the school, and creating a positive and supportive school culture. The school leadership also regularly seeks feedback from teachers to understand their needs and concerns, and they work to address any issues that arise.

Charter One NV, the EMO responsible for managing Signature Preparatory, conducts regular compensation analyses to ensure that the school's salary ranges and employment benefits are competitive in the market. The EMO makes necessary adjustments to their total rewards offerings to remain competitive while also being fiscally responsible. The school values its employees and strives to create a positive and supportive work environment to attract and retain the best talent.

(3) Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

The management of the relationship between the school's senior administrative team and the rest of the staff is an important aspect of ensuring a cohesive and collaborative work environment. At Signature Preparatory, our senior leadership team places a high priority on maintaining positive and productive relationships with all staff members.

To facilitate open communication and collaboration, senior leadership will hold regular meetings and check-ins with all staff members, including teachers, support staff, and administrators. This will allow for any concerns or issues to be addressed in a timely manner, and also provide an opportunity for feedback and input from all members of the school community.

In terms of student-teacher ratios, Signature Preparatory maintains a ratio of 25 students to 1 teacher in kindergarten through second grade, and a ratio of 30 students to 1 teacher in grades 3 through 8. This ensures that our teachers are able to provide individual attention and support to each student, while still maintaining an efficient and effective learning environment.

By prioritizing strong relationships and open communication, we aim to build a culture of trust and mutual respect that supports the success and well-being of all staff and students at Signature Preparatory.

(4) Outline the procedures for hiring and dismissing school personnel, including conducting criminal background checks.

Charter One NV is dedicated to providing a safe and secure environment for all students and staff members at Signature Preparatory. To achieve this, Charter One NV has implemented a rigorous procedure for hiring and dismissing school personnel that includes conducting criminal background checks.

As part of this process, all newly hired employees are subjected to a thorough background check by both the state of Nevada and the Federal Bureau of Investigation. If any issues or discrepancies arise during the background check, the EMO immediately conducts a follow-up investigation to determine if the individual is suitable to be employed by the school.

Furthermore, the school also maintains a comprehensive Code of Conduct and Progressive Discipline system that is strictly adhered to prior to any termination of an employee's employment. This approach ensures that any misconduct or unsatisfactory performance is dealt with appropriately and fairly.

Charter One NV understands the importance of maintaining a high-quality team of educators and staff members at Signature Preparatory. Therefore, Charter One NV is committed to providing a safe and supportive work environment, comprehensive benefits, and competitive compensation to retain top talent.

(5) Explain how teachers will be supported and developed. Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 5, as well as any supporting protocols or documentation.

At Signature Preparatory, we believe that investing in the professional growth and development of our teachers is essential to ensuring high-quality education for our students. To support and develop our teachers, we have a comprehensive performance management system in place that includes regular evaluations, feedback, and coaching.

Our performance management system involves a multi-step process that begins with setting clear expectations and goals for teachers, followed by ongoing monitoring and feedback on

their progress towards these goals. We have developed a teacher evaluation tool that is aligned with our school's mission, values, and goals, and it provides a comprehensive assessment of a teacher's performance in several areas such as classroom management, student engagement, content delivery, and professional conduct.

Our teacher evaluation tool is not just a formality; it is a key tool for identifying areas of strength and growth for each teacher, and it provides them with specific feedback and coaching to help them improve their practice. Our evaluation process also includes multiple rounds of feedback and coaching, where teachers receive constructive feedback from their evaluators and work together to develop action plans to improve their performance.

In addition to our performance management system, we provide ongoing professional development opportunities for our teachers, both online and in-person. Our professional development programs are designed to enhance teachers' skills and knowledge, and we encourage our teachers to take advantage of these opportunities to grow professionally. We also recognize and reward teachers who demonstrate exceptional performance and contributions to our school community. By investing in our teachers' professional development and providing a supportive and collaborative work environment, we believe that we can retain and develop highly effective teachers who can deliver exceptional education to our students.

(6) Explain how the school leader will be supported, developed, and evaluated each school year. Provide your leadership evaluation tool(s), as well as any supporting protocols or documentation.

Signature Preparatory places a high emphasis on supporting and developing its school leader to ensure they are equipped with the necessary skills to effectively lead the school.

Each year, the school leader undergoes a thorough evaluation process that measures their performance against job competencies and achievement of goals. This evaluation process is conducted using a comprehensive leadership evaluation tool that has been carefully designed to accurately measure the school leader's effectiveness.

In addition, the school leader is provided with ongoing professional development opportunities to enhance their skills and knowledge in areas such as school administration, leadership, and education. The school is committed to regularly reviewing and enhancing its leadership evaluation tool to ensure it is effective in measuring the school leader's performance. This approach helps to ensure that Signature Preparatory has a strong and effective leadership team that is capable of achieving the school's goals and objectives.

(7) Explain how staffing plans for non-classroom staff will ensure high-quality teacher support, family and student support, smooth school operations, and compliance with all applicable Nevada and SPCSA laws, regulations, policies, and procedures.

Signature Preparatory is committed to maintaining high-quality non-classroom staff to support its teachers, families, and students. The school recognizes that it takes a dedicated and skilled team to ensure smooth school operations while complying with all applicable laws, regulations, policies, and procedures.

To attract and retain top talent, the school offers a competitive compensation and benefits package that includes full health benefits, opportunities for bonuses, and extra pay for taking on more responsibility.
The school understands that a supportive and encouraging environment is key to retaining talented staff, and this is reflected in their annual retention rate of over 96%.

Signature Prep regularly evaluates its total rewards package to ensure that it remains competitive in the market. Additionally, the school values the expertise of its non-classroom staff and recognizes their contributions to the success of the school.

To ensure compliance with all applicable county, state, and federal laws and regulations, Signature Prep regularly consults with Charter One NV's internal legal team and outside experts. The school has implemented robust protocols and procedures to ensure that all staff are trained on and adhere to these laws and regulations.

Signature Preparatory is committed to attracting and retaining high-quality non-classroom staff to support its teachers, families, and students. The school recognizes the importance of providing a supportive and encouraging environment while also complying with all applicable laws, regulations, policies, and procedures.

(8) Does your organization have a proactive succession plan? If so, please provide a detailed description for how potential school leaders will be cultivated and developed.

Developing a proactive succession plan is essential for any organization to ensure the continuity of operations and the effective leadership transition. Signature Preparatory believes in cultivating and developing potential school leaders from within the organization. The school aims to promote and foster an environment that encourages staff members to pursue professional growth and career advancement opportunities.

To support this approach, Signature Preparatory conducts regular evaluations of its teachers' performance and potential and identifies those who demonstrate exceptional leadership qualities. The school provides targeted professional development and mentorship opportunities for these teachers to prepare them for future leadership roles. The school also encourages them to participate in various leadership training programs and conferences to enhance their skills and knowledge.

In addition to these opportunities, the school seeks input from staff members on succession planning and workforce development decisions. Staff members are encouraged to provide feedback on the leadership qualities they value and to identify individuals who demonstrate these qualities. This feedback helps to inform the school's succession planning and leadership development strategies.

By taking a proactive approach to succession planning and leadership development, Signature Preparatory can ensure that it has a pipeline of talented and capable individuals who can assume leadership roles as needed. This approach also helps to create a positive and supportive work environment that fosters professional growth and career advancement opportunities for all staff members.

(9)   Explain how the school and organization intend to identify and address unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. Include an estimate of the costs of leader and teacher turnover.

Ensuring high-quality leadership and teacher performance is a top priority for Signature Preparatory. The school recognizes that leadership/teacher turnover can be costly and therefore seeks to minimize it through proactive measures.

To address any unsatisfactory leadership or teacher performance, the school has developed a comprehensive performance evaluation system that includes peer evaluations, parent feedback, and other objective and subjective criteria. The school's HR department and administrative team work collaboratively to identify and address any performance or conduct issues in a fair and thorough manner. All decisions regarding discipline and termination of employment are made after careful consideration by the school's leadership and HR department.

To minimize leadership and teacher turnover, Signature Preparatory offers a competitive compensation and benefits package that attracts and retains top talent. The school also provides ongoing professional development opportunities to support its teachers and leaders in enhancing their skills and knowledge. Additionally, the school has a proactive succession plan in place, which allows for the identification and cultivation of potential school leaders. The estimated costs of leader and teacher turnover are significant and include expenses such as recruitment, training, and lost productivity. Therefore, the school takes a proactive approach to retain its high-performing teachers and leaders.

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

Charter One NV's HR team will support payroll, benefits admin, employee relations, etc. Charter One NV will also assist with grant admin, compliance, workers comp and all insurances.

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

(1)   Explain the plan for student recruitment and retention, and marketing that will provide equal access to interested students and families. 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, please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

To ensure equal access to interested students and families, Signature Preparatory has developed a comprehensive plan for student recruitment and retention, as well as marketing. The school recognizes the importance of reaching out to students from diverse backgrounds, particularly those in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

The school's recruitment and marketing plan involves various outreach strategies, including community engagement, social media campaigns, and targeted advertising. Signature Preparatory also works closely with local community organizations, religious institutions, and advocacy groups to increase awareness of the school's programs and opportunities for students.

For students with disabilities, the school follows all applicable laws and regulations, and provides accommodations and support services to meet their individual needs. The school also has a comprehensive plan to ensure students with disabilities receive a high-quality education and have the same opportunities as their non-disabled peers.

Signature Preparatory does not give any statutorily permissible admissions preferences, and as such, its student recruitment efforts are focused on providing equal access to all students regardless of their race, gender, citizenship, or need for accommodations or special education services. The school strives to create an inclusive and welcoming environment for all students, and works to eliminate any barriers to entry for eligible students.

As part of its plan for student retention, Signature Preparatory offers a range of programs and services to support student success, including tutoring, counseling, and extracurricular activities. The school also works closely with families to ensure their

children's educational needs are being met and to address any concerns or issues that may arise.

The estimated costs of student turnover are difficult to quantify, as they can vary widely depending on the circumstances. However, Signature Preparatory recognizes the importance of retaining students and strives to provide a high-quality educational experience that meets the needs of all students.

The Executive Director of Signature Preparatory was recently invited by the SPCSA to provide marketing training to multiple competing and neighboring 5-star schools. These schools have been struggling to enroll students who match the demographic of their community, an issue that Signature Prep has managed to overcome. Signature Prep has gained recognition from the SPCSA as a school that values inclusivity and does not engage in discriminatory practices. The school has a Special Education (SPED) population that is twice that of the Clark County School District (CCSD), as well as an extremely high percentage of students who qualify for free or reduced-price lunch (FRL).

To ensure that Signature Prep provides equal opportunities to all interested students and families, the school has implemented a comprehensive recruitment and retention plan. This plan focuses on outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure. The school has also been identified as a role model for other schools when it comes to marketing and recruitment efforts. Signature Prep hires teachers, administrators, board members, and enrolls students that mirror the diversity of its community.

Additionally, the school frequently reaches out to nearby apartment complexes and churches, offering food, clothing, and essential needs to those in need. Each Christmas, the school provides meals to over 150 families, complete with a full turkey and multiple sides. Signature Prep's commitment to community outreach and inclusivity has earned the school a reputation as a welcoming and supportive environment for all students and families.

(2)   What is the enrollment calendar for 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.

Signature Preparatory Charter School conducts an annual Open Enrollment period of 45-business days, which typically runs from mid-November to mid-January. During this time, interested families are able to submit applications for their children to attend the school. In

the event that there are more applications than available seats, the school will then conduct a lottery to determine which students will be admitted.

This year's lottery was conducted in January, following the close of the Open Enrollment period. The lottery process is transparent and fair, and is conducted in accordance with all applicable laws and regulations governing charter schools in the state of Nevada. The school is committed to providing equal access and opportunity to all students, and strives to create a diverse and inclusive community within its classrooms.

(a) 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.

At Signature Preparatory, we are approved for a maximum capacity of 1080 students, with a 10% variance in case of unexpected circumstances. Currently, we offer 1040 seats to students. However, due to the transient nature of our community and the intense competition from neighboring charter schools, we aim to enroll at least 1300 students to ensure that we can fill our available seats. In practice, this typically translates to maintaining a student population of around 1000 students.

To ensure that we maintain the high standards of academic excellence and individualized attention that we pride ourselves on, we maintain a student-to-teacher ratio of 25:1 for grades K-2 and 30:1 for grades 3-8. Our marketing department works tirelessly to promote our school and reach potential families who may be interested in enrolling their children at Signature Prep.

We understand the importance of maintaining an optimal balance between our student population and our resources, which is why we strive to be proactive in our recruitment efforts. We recognize that our success as a charter school depends on our ability to attract and retain students who will thrive in our educational environment. As such, we are constantly exploring new ways to market our school and connect with families who share our commitment to academic excellence and personalized attention.

(b) 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?

To ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students, Charter One NV conducts a comprehensive training program. This training program is designed to provide all staff members with a detailed understanding of the legal requirements surrounding student enrollment, especially as it pertains to special populations.

The training program was developed with the school's legal team and includes information on the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act (ADA).

The training program also covers other legal requirements such as the McKinney-Vento Homeless Assistance Act and the Every Student Succeeds Act (ESSA).
The training program is mandatory for all staff members and is provided to all new hires during their orientation and at Professional Development trainings.

Additionally, existing staff members are required to complete the training on an annual basis. The training program is delivered in various formats including in-person training, online modules, and on-demand webinars.

To ensure the effectiveness of the training program, Signature Preparatory conducts regular evaluations to measure the knowledge gained by staff members. The school also provides ongoing support to staff members who require additional training or guidance. By implementing this comprehensive training program, Signature Preparatory will ensure that all staff members are knowledgeable about the legal enrollment requirements pertaining to special populations and are equipped to provide the necessary services to these students.

(3)   Complete the following tables for the proposed school to open in 2020-21. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus beginning in fall 2020.

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	175	175	175	125	125	125
1	150	175	175	150	125	125
2	75	150	150	150	125	125
3	90	90	90	150	150	150
4	90	90	90	150	150	150
5	90	90	90	90	150	150
6	60	90	90	90	90	150
7	60	90	90	90	90	60
8	30	90	90	90	90	60
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	820	1,040	1,040	1,085	1,095	1,095

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

Grade Level	Number of Students

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	175	175	175	125	125	125
1	150	175	175	150	125	125
2	75	150	150	150	125	125
3	90	90	90	150	150	150
4	90	90	90	150	150	150
5	90	90	90	90	150	150
6	60	90	90	90	90	150
7	60	90	90	90	90	60
8	30	90	90	90	90	60
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	820	1,040	1,040	1,085	1,095	1,095

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

Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K	0	0	0	0	0	0
K	175	175	175	125	125	125
1	150	175	175	150	125	125
2	75	150	150	150	125	125
3	90	90	90	150	150	150
4	90	90	90	150	150	150
5	90	90	90	90	150	150
6	60	90	90	90	90	150
7	60	90	90	90	90	60
8	30	90	90	90	90	60
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
Total	820	1,040	1,040	1,085	1,095	1,095
Grade Level	Number of Students					
	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Pre-K						
K						
1						
2						
3						
4						
5						

6						
7						
8						
9						
10						
11						
12						
Total						

(4)   Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

"NOT APPLICABLE"

DUAL-CREDIT PARTNERSHIPS

If the charter school will provide a program where a student may earn college credit for courses taken in high school, please provide answers to the following questions. Other applicants may provide a sentence explaining why this section is not applicable. **"NOT APPLICABLE"**

(1) Describe the proposed or current duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship. **"NOT APPLICABLE"**

(2) Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university. **"NOT APPLICABLE"**

(3) Discuss the scope of the services and resources that will be provided by the college or university. **"NOT APPLICABLE"**

(4) 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. **"NOT APPLICABLE"**

(5) 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. **"NOT APPLICABLE"**

(6) Identify any employees of the college or university who will serve on the governing body of the charter school. **"NOT APPLICABLE"**

(7) Provide a current or 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 amendment. **"NOT APPLICABLE"**

SERVICES

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

Charter One NV plays a vital role in supporting the school leadership team to ensure smooth operational execution and provides various services to support the needs of the school. Its finance department collaborates with the school principal and board to negotiate financial agreements, such as business terms, grant management, salary schedules, health benefits, event management, etc. They also provide financial analyses to support the Charter School's position, ensuring that the school is financially stable and can provide quality education to its students.

Moreover, Charter One NV assists in strategic financial planning and budget scenario development, helping the school to allocate resources effectively and efficiently. The organization also helps prepare basic bond documents, presentations to Wall Street, and connects the Charter School with non-traditional and specialized funding to ensure that the school has access to additional financial resources if needed.

Charter One NV also ensures that the school is compliant with all applicable laws and regulations. Its finance department assists the principal and board with strategic compliance calendar planning, and the organization offers an assessment of operational office systems and efficiencies to ensure compliance and efficiency. Additionally, the organization provides ongoing training to ensure that school staff understands compliance requirements and that school site operations run smoothly.

To fund the provision of these services, Charter One NV works closely with the school principal and board to develop a comprehensive financial plan. This plan ensures that the school has the necessary resources to meet its operational needs, including but not limited to staffing models, performance metrics, and supporting all operational needs of the school. By partnering with Charter One NV, the school can focus on providing quality education to its students while ensuring that its financial and operational needs are met.

   (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance. **"NO CHANGE" "NOT APPLICABLE"**
   (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

Charter One NV has partnered with Sodexo, a nationwide food service provider, to provide meals for our students. Sodexo will handle all aspects of food service, including providing lunch, snacks, food for special events, and sourcing the best and most cost-effective foods for our students.

Additionally, they assist with budgeting and grants. They also keep us in compliance with NSLP and ensure our student are receiving delicious food and under certain caloric intakes, by law.

With their expertise in food service, we are confident that our students will receive nutritious and delicious meals. As such, the school does not plan to be our own school food authority, and we are confident that our partnership with Sodexo will ensure that we are meeting the dietary needs of all our students and financial needs of our budgets.

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

The Signature Preparatory maintenance team has been highlighted and was informed during our Operational Performance Framework that Signature Preparatory is one of the cleanest schools in the state.

The school maintenance team is responsible for ensuring the proper functioning and cleanliness of the school's facilities. This includes tasks such as janitorial work, landscape maintenance, repairs and maintenance of buildings and equipment, and ensuring a safe environment for students and staff.

The janitorial staff is responsible for cleaning the classrooms, restrooms, hallways, and other common areas of the school. They must maintain an orderly and clean environment, including taking out the trash, sweeping and mopping floors, and ensuring that all surfaces are disinfected.

The landscape maintenance team is responsible for maintaining the outdoor areas of the school, including mowing the lawn, trimming hedges and trees, and ensuring that the school grounds are presentable.
The maintenance team is responsible for the repair and maintenance of buildings and equipment. They must perform regular inspections and preventative maintenance to ensure that all systems are functioning properly, including heating and air conditioning, plumbing, and electrical systems.

To manage the school maintenance team, the school leadership team has established clear performance metrics, including specific goals and objectives for each member of the team. Charter One NV provides ongoing training and support to ensure that the team has the necessary skills and knowledge to perform their jobs effectively.

The school's plan for supporting all operational needs include a comprehensive budget for maintenance and operations, including staffing, equipment, and supplies. The school leadership team works closely with the maintenance team to ensure that all needs are met,

and that the school is able to provide a safe and welcoming environment for all students and staff.

(d) School health and nursing services

Charter One NV is committed to supporting the health and wellness of students and staff at the school through its Health Services and Nursing Department. The department is operated and overseen by Lynn Row, after 28 years of service to CCSD Health Services Dept., and most recently, the Director of CCSD School Nurses. Nurse Row oversees the health and well-being of students, providing health education and support, and ensuring compliance with all applicable health and safety regulations.

Charter One NV's Health and Nursing Department has a comprehensive staffing model that includes a team of registered nurses, licensed practical nurses, health aides, and other support staff. The department operates according to established performance metrics, which are regularly reviewed and updated to ensure that the team is meeting the highest standards of care and service.

Charter One NV's plan for supporting the Health Services and Nursing Department includes providing ongoing training and development for staff, maintaining up-to-date medical records for all students, and ensuring that all necessary medical equipment and supplies are readily available. The department will work closely with school leadership to develop policies and procedures that promote health and safety, and will collaborate with community healthcare providers to ensure that students receive the best possible care.

In terms of funding, the Health Services and Nursing Department will be supported through a combination of school funding, grants, and partnerships with community healthcare providers. Charter One NV will work closely with the school to develop a comprehensive budget that takes into account the staffing, equipment, and supply needs of the department, as well as any necessary training and development expenses. Additionally, Charter One NV will help the school to identify and pursue grant opportunities that can help to support the department's mission and goals.

(e) Purchasing processes

Please see the attached board approved "Purchasing Policy". The purchasing processes of Signature Preparatory follow standard procurement practices that ensure fairness, competition, transparency, and compliance with applicable laws and regulations.

The main purchasing process starts with identifying the need for the good or services, creating specifications or requirements for them, and determining the available budget. Charter One NV then solicits bids or proposals from potential vendors or service providers through a competitive bidding process. The bids or proposals are evaluated based on predetermined criteria such as quality, cost, delivery time, and vendor qualifications.

After the evaluation, the school board and admin select the vendor or service provider that best meets its needs and requirements, negotiates the terms and conditions of the purchase, and issues a purchase order or contract.

Signature Preparatory already has board approved purchasing policies and procedures that govern the purchasing process and ensure compliance with applicable laws and regulations such as the Uniform Guidance, the Buy American Act, and the Davis-Bacon Act.

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

Please see the attached Emergency Response Plan. Signature Preparatory Charter School places a high priority on the safety and security of its students, staff, and visitors. The school has a comprehensive plan that includes several measures to ensure a secure environment.

The school has a security camera system that covers all areas of the campus, including the entrances, hallways, classrooms, and playgrounds. The cameras are monitored by the school's admin and often used to find missing items, resolve investigations, and deter unbecoming behavior.

The school has self-locking doors to prevent unauthorized access to the classrooms and other restricted areas. Some doors and gates are locked and unlocked daily, according to a strict schedule.

The school has schedules to close gates to ensure that only authorized personnel and visitors are allowed on the campus.

All staff members are issued security fobs that allow them to access the school's facilities. Volunteers are required to undergo a fingerprinting process to ensure their identity and to perform background checks to ensure that they do not pose a threat to the students or staff.

The school has a strong relationship with the Henderson Police Department, who provide additional security and support when needed.

In terms of staffing, the school wishes to employ a dedicated security team that is responsible for monitoring the security camera system, patrolling the campus, and ensuring that all security protocols are followed. The team would work closely with the school's administration to ensure that the campus is secure and that all students and staff are safe.

The school regularly reviews and updates its safety and security policies and procedures to ensure that they are effective and up-to-date. The school's leadership team is committed to providing a safe and secure environment for all students, staff, and visitors, and will continue to invest in measures to achieve this goal.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal

computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

Technology plays an integral role in providing our students with a quality education. Charter One NV's technology infrastructure and support mechanisms are designed to ensure that our staff, teachers, and students have access to reliable and secure wide area networking, local area networking, hardware, technology policies and procedures, device management, and end user support.

To achieve this, Charter One NV has partnered with Cox Communications to provide internet services, and it has secured the schools' internet connection using a Cisco Meraki MX series firewall. The school also uses a combination of Cisco Meraki and Aerohive networking equipment to provide wired and wireless network access to all devices on our campus.

Signature Prep students are provided with Chromebooks, which are managed through Google Workspace. The teachers have access to both Chromebooks and Windows desktops, which are managed by Active Directory and Group Policy.

To ensure that all of the technology systems are properly functioning and to provide support when needed, the Charter One NV IT team has extensive experience in school IT support, also currently managing other school in the area. Charter One NV IT provides technicians for remote support and hands-on, in-person support to the staff and student devices. They also provide advice on future improvements that can be made to the school for modern education methods.

At Signature Prep, we understand that technology is constantly evolving, and we strive to stay up-to-date with the latest advancements. We regularly review and update our technology policies and procedures to ensure that they align with the needs of our students, staff, and teachers. We also provide ongoing training and support to our staff and teachers to ensure that they have the skills and knowledge necessary to effectively use technology in their work.

Overall, the schools' technology infrastructure and support mechanisms are designed to ensure that the students have access to the tools they need to succeed in today's digital world, while also providing a safe and secure environment for all users.

(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. 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.

Charter One NV recognizes the importance of timely and accurate student information management for compliance, performance monitoring, and payments to schools. To ensure that the school meets these critical needs, the school uses use the statewide Infinite Campus

system for student information management and monitors it from both eh school and EMO level.

The school registrar and EMO's SIS Director, will work closely together to ensure that all student information is entered promptly and accurately. In addition to their regular duties, they will receive training on the Infinite Campus system to ensure that they are fully equipped to utilize the system's capabilities to its fullest potential.

We have designated the school registrar and school office manager as responsible for overseeing the use of Infinite Campus at the school. But the EMO's SIS Director will pull and analyze the data, present to the school, and gamify the process by which student outcomes will increase. Both the SIS Director and school registrar will commit to attending training sessions provided by Infinite Campus and will regularly monitor the accuracy of student information.
Furthermore, Charter One NV has developed a comprehensive plan to build capacity around the use of the Infinite Campus system. This plan includes regular training sessions for staff members, the creation of instructional materials, and designated times for data review and clean-up. We understand that the use of Infinite Campus requires ongoing education and support, and we are committed to providing our staff with the necessary resources to manage student information accurately and efficiently.

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

Ensuring the privacy and security of student data is a top priority for Signature Preparatory and Charter One NV. We recognize that we have a responsibility to protect the sensitive information of our students, their families, and our staff, in compliance with the Family Educational Rights and Privacy Act (FERPA) and other related legislation.

To achieve this, we have implemented various systems and procedures to protect data across our school. Our firewall, Active Directory servers, and network segmentation via VLANs ensure that any data stored on campus is protected from external threats. We have also established policies and procedures to manage access to this data, limiting access to those with a legitimate need to know.

For data stored in cloud providers such as Google Workspace or Infinite Campus, we implement a number of protective measures. Our user accounts are granted access based on their specific needs, ensuring that only those authorized to access the data are able to do so. We also have procedures in place to ensure that data is regularly backed up, and we conduct regular audits to ensure that all systems and processes are secure and up-to-date.

In order to ensure compliance with all relevant regulations and standards, Charter One NV has designated a staff member responsible for overseeing data protection and privacy. This individual is responsible for ensuring that the schools' systems and procedures are up-to-date and effective, and for monitoring data to ensure accuracy and privacy.

Additionally, all staff members who have access to student data receive regular training on FERPA and other relevant legislation, and are required to follow strict protocols for handling and storing data.

We are committed to upholding the highest standards of data protection and privacy at Signature Prep and Charter One NV, and will continue to implement measures to safeguard the information of our students, families, and staff.

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

OPERATIONAL EXECUTION PLAN

Introduction:
The following operational execution plan outlines the key organizational business processes necessary to support exemplary academic, business, and financial performance at Signature Preparatory. This plan includes a detailed description of the processes related to school management, academics, finance, and operations.

School Management Processes:
• Charter Compliance: Charter One NV will ensure compliance with all state and federal regulations, laws, and guidelines that govern the operation of a charter school. A designated staff member at Charter One NV is responsible for maintaining and monitoring compliance, including filing required reports, and ensuring that all policies and procedures are up-to-date and align with regulatory requirements.

• Board of Directors: The Board of Directors will provide guidance and oversight on school policies, procedures, and operations. The Board will also oversee the selection and evaluation of the school's leadership team, ensure financial stability and sustainability, and monitor the school's academic performance.

Academic Processes:
• Curriculum Development: Charter One NV has a structured and well-documented curriculum development process. The curriculum is aligned with state and national standards and reviewed and updated annually. The school ensures that all teachers have access to professional development opportunities that support curriculum implementation.
• Student Assessment: Signature Preparatory implements a robust student assessment program that includes ongoing formative assessments, interim assessments, and summative assessments. This program enables teachers to monitor student progress and adjust instruction accordingly.

Finance Processes:
• Budgeting: Charter One NV developed and maintains a detailed and comprehensive budget that aligns with the school's strategic plan. The budget is reviewed and updated regularly to ensure financial stability and sustainability.

• **Financial Reporting: Charter One NV maintains accurate and up-to-date financial records and produces regular financial reports. Charter One NV provides financial reports to the Board of Directors and other stakeholders as needed.**

Operations Processes:
• **Facility Maintenance: Charter One NV developed and implemented a comprehensive facility maintenance plan that includes regular inspections, repairs, and replacements as needed. The school ensures compliance with all safety and security requirements.**
• **Technology Support: Charter One NV provides ongoing technology support to ensure that all staff and students have access to the technology necessary to support their work. The school will also ensure compliance with all security and privacy requirements related to technology.**

Conclusion:
The operational execution plan outlined above provides a roadmap for Signature Preparatory to achieve exemplary academic, business, and financial performance. By following these processes and ensuring compliance with all regulatory requirements, the school can provide a high-quality educational experience for all students while maintaining financial stability and sustainability.

FACILITIES

(1)   As may be applicable, describe the process for securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. should the current and/or future facility not be the property of the governing board.

Charter One NV has tremendous experience with real estate, renovating properties, acquiring land, and forecasting budgets. It has a proven process in place for securing a facility that meets the school's needs.

This process includes working with brokers and consultants, in house and vendors, who are knowledgeable about the local real estate market and can help identify suitable properties that meet the school's requirements.

Once a potential facility is identified, Charter One NV will conduct a thorough assessment to determine its suitability. This assessment will include a review of the facility's physical condition, location, accessibility, and other factors that may impact the school's operations.

If the facility requires renovations or modifications to meet the school's needs, Charter One NV will work with contractors and vendors to develop a detailed renovation plan and timeline, just as it did on its existing school. The plan will include cost estimates, funding sources, and a timeline for completion.

In terms of financing, Charter One NV will explore a range of options to ensure that the school is able to secure the necessary funding to acquire or lease a suitable facility. This may include working with banks, investors, Charter One NV loaning its own funds, and other financial institutions to secure loans or other forms of financing.

Throughout the process, Charter One NV will work closely with the governing board of Signature Preparatory to ensure that they are fully informed and involved in all decisions

related to securing a facility. Charter One NV will also ensure that the process is transparent and accountable, with regular updates provided to the board and other stakeholders as needed.

(2)   Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Charter One NV takes pride in its extensive experience in constructing and renovating schools nationwide. With over 75 successful school projects under its belt, the company's facilities team has demonstrated its expertise in managing a wide range of construction projects, from purchasing and renovating corporate offices into high schools to transforming abandoned commercial spaces into fully functional educational institutions.

In the case of Signature Preparatory, Charter One NV's facility team was able to leverage its experience and knowledge to convert a 40-year-old abandoned Walmart into a state-of-the-art school. The team was responsible for every aspect of the project, from designing the layout of the classrooms to ensuring that the school's electrical, plumbing, and HVAC systems were up to code.

Charter One NV's facilities team also understands the importance of creating sustainable and energy-efficient schools. Throughout the construction process, they utilize eco-friendly materials and technologies to minimize the school's carbon footprint and reduce its energy costs.

In addition, Charter One NV's facility team understands the importance of maintaining the school's facilities to ensure a safe and secure learning environment for students and staff. The team is equipped to manage routine maintenance tasks, such as cleaning and repairs, as well as emergency situations that require immediate attention.

Overall, Charter One NV's extensive experience and commitment to sustainability and safety make them a reliable partner in building and maintaining high-quality schools that support exemplary academic, business, and financial performance.

(3)   Explain the organization's plan to maintain the independent facility.

"NOT APPLICABLE"

ONGOING OPERATIONS

(1)   SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

Emergency Plan is attached. Signature Preparatory and Charter One NV take emergency management seriously and prioritize the safety and well-being of all students, staff, and visitors to the school. The board approved Emergency Management Plan is in accordance with the requirements set forth by the State of Nevada and is a dynamic document that is updated annually or as necessary based on feedback from stakeholders, input from local authorities, and changes in the school environment.

Our emergency management plan covers a range of scenarios including, but not limited to, natural disasters, medical emergencies, active shooter situations, and cyber attacks. The plan outlines specific response protocols, evacuation procedures, communication channels, and recovery strategies. It also includes detailed information on the types of security personnel, technology, equipment, and policies that the school will employ in different emergency situations.

We recognize that emergency management is a team effort and involve all stakeholders in the planning process. The school vice-principal is primarily responsible for overseeing the implementation and maintenance of the emergency management plan, with the support of the school safety and security team. Additionally, we have established partnerships with local law enforcement, emergency services, and other community resources to ensure a coordinated response to any emergency situation.

The school conducts regular drills and exercises to test the effectiveness of our emergency management plan and identify areas for improvement. These exercises involve all stakeholders, including students, staff, and local authorities. Our school safety team also conducts regular inspections of the school premises to ensure that all emergency equipment and systems are functioning correctly.

We take pride in our commitment to emergency management, and we are continuously seeking ways to enhance our plan to ensure the safety of all individuals within our school community.

(2)   Provide a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Property/General Liability - $1 Million occurrence / $2 Million aggregate

Participant Accident Liability (Teachers and Staff)- $1 Million occurrence / $2 Million aggregate

Directors and Officers - $1 Million occurrence / $1 Million aggregate

Workers Compensation - $1 Million per accident

Auto Liability - $1 Million

Cyber liability- $1 Million

Umbrella liability-$1 Million occurrence / $1 Million aggregate.

6. <u>Financial Plan</u>

<u>*To be completed as may be applicable given the change in service provider. If there is no change from prior practice, please indicate 'No Change' as a response and include the final FY 20 budget submitted to NDE in June.*</u>

(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.

(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.). There is no page limit for the budget narrative. Include the following:

(a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The FY23 budget for Signature Preparatory includes the per-pupil revenue assumption of $7,279.01. For FY24-28 the per-pupil revenue is assumed to start at $8,647 and increase to $9352.04.

(b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends.

The Signature Preparatory is based on conservative estimates and historical data to the school. Assumptions used to create a conservative budget model are based on current rates provided by the State of Nevada.

Pupil Centered Funding Plan: The largest source of revenue is the Pupil Centered Funding Plan based on enrollment. The budget reflects a slow growth model assuming an enrollment of 975-1030 students in FY23-28.

State Revenues: Sources of other State revenues include State SPED Funds, English Learner Allocation, At-Risk Allocation, and SPED Local Funding.

Federal Revenues: Sources of Federal funds Title I - IASA(ESEA) A Helping Disadvantaged Students Meet High Standards/School Improvement (CFDA #84.010), SPED- IDEA Part B (CFDA #84.027), Title II, Part A - Improving Teacher Quality - Teacher Quality (CFDA #84.367), AB495 and ESSER funds.

Facility Funding: Facilities are funded through the general fund. Signature Preparatory has secured a bond and used revenues from PCFP funds to service the annual debt payments.

(c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

	FY2023	FY2024	FY2025	FY2026	FY2027	FY2028
Total Salaries	3,082,982	3,598,694	3,706,654	3,817,854	3,817,854	3,817,854
Total Benefits	1,026,250	1,607,489	1,655,714	1,705,386	1,574,096	1,574,096
Total Purchased Services	2,245,698	2,155,745	2,155,745	2,095,068	2,097,383	2,099,733
Total Books & Supplies	1,383,432	1,137,177	424,595	424,595	424,595	424,595
Total Capital Outlay	77,560	543,342	761,557	876,220	876,220	881,859
Total Other Outgo	1,286,000	1,382,102	1,382,102	1,382,102	1,382,102	1,382,102
Total Expenditures	9,101,922	10,424,549	10,086,367	10,301,225	10,172,250	10,180,239

(d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

Signature Preparatory built a conservative budget based on forthcoming revenue estimates and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, Signature Preparatory has been able to create a balanced budget with a surplus each year.

(e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Signature Preparatory built a conservative budget based on forthcoming revenue estimates and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, Signature Preparatory has been able to create a balanced budget with a surplus each year. The growing fund balance protects the school from contingencies such as funding levels, change in

enrollment, or other unforeseen events. Over the next 5 years, Signature Preparatory is projected to maintain a minimum of 84 days of cash on hand and a minimum of at least $2,523,970 of cash at the end of each year. In addition, Signature Preparatory continues to search and apply for grants to further support the planning and implementation of the charter.

(f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

Not Applicable, Signature Preparatory did not rely on philanthropic revenue in the budget.

(3)   Submit the completed Financial Plan Workbook for the proposed school. Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

CSMC

Signature Preparatory Financial Plan

Per NAC 387.720 and NRS 354.596

43460 Ridge Park Drive, Ste 100
Temecula, CA 92590

Signature Preparatory
Multi-Year Projection Summary

	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
DSA Reduction	0%	0%	0%	0%	0%	0%
# of Students	975	990	1000	1010	1020	1030
$ Per Pupil	7,117.00	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
Revenue Limit	**7,724,156**	**9,363,639**	**9,896,755**	**10,079,203**	**10,264,392**	**10,452,358**
Federal Revenue	**1,387,000**	**943,251**	**656,547**	**656,547**	**656,547**	**656,547**
Local Revenue	**40,000**	**175,000**	**175,000**	**175,000**	**175,000**	**175,000**
Total Revenues	**9,151,156**	**10,481,890**	**10,728,302**	**10,910,750**	**11,095,939**	**11,283,905**
Certified	2,887,750	2,970,760	3,059,882	3,151,679	3,151,679	3,151,679
Classified	195,232	627,934	646,772	666,175	666,175	666,175
Total Salaries	**3,082,982**	**3,598,694**	**3,706,654**	**3,817,854**	**3,817,854**	**3,817,854**
Total Benefits	**1,026,250**	**1,607,489**	**1,655,714**	**1,705,386**	**1,574,096**	**1,574,096**
Total Personnel Expenses	**4,109,232**	**5,206,183**	**5,362,368**	**5,523,240**	**5,391,950**	**5,391,950**
Total Purchased Services	2,245,698	2,155,745	2,155,745	2,095,068	2,097,383	2,099,733
Total Books & Supplies	1,383,432	1,137,177	424,595	424,595	424,595	424,595
Total Capital Outlay	77,560	543,342	761,557	876,220	876,220	881,859
Total Other Outgo	1,286,000	1,382,102	1,382,102	1,382,102	1,382,102	1,382,102
Total Expenditures	9,101,922	10,424,549	10,086,367	10,301,225	10,172,250	10,180,239
Net Income	**49,234.00**	**57,341**	**641,935**	**609,525**	**923,689**	**1,103,666**

CASH FLOWS						
Net Cash provided/ (used) by Operating Activites	49,234	57,341	824,383	794,714	1,111,655	1,294,448
Net Cash provided/ (used) by Investing Activities	-	-	-	-	-	-
Net Cash provided/ (used) by Financing Activities	-	-	-	-	-	-
Net Increase/(Decrease) in Cash	49,234	57,341	824,383	794,714	1,111,655	1,294,448
Cash at Beginning of Period	2,704,891	2,466,629	2,638,652	3,463,035	4,257,749	5,369,404
Cash At End of Period	2,754,125	2,523,970	3,463,035	4,257,749	5,369,404	6,663,852
Estimated 2 months of Expenses	1,496,206.36	1,713,624.49	1,658,032.93	1,693,352.05	1,672,150.68	1,673,463.95
3% Reserve (Possibly Included in Total Capital Outlay)	212,911.00	428,027.00	462,972.00	472,232.00	481,630.00	491,169.00
(Cash) / ((Average Expenses past 12 months) / (30.4))	109.51	84.00	112.66	135.29	173.60	216.09
% of Revenue	1.39%	5.73%	14.54%	15.06%	17.62%	18.97%

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
01	Pupil Centered Funding Plan (Basic Aid)	100	201	3110				7,097,037	8,560,530	9,077,000	9,259,448	9,444,637	9,632,603
02	Pupil Centered Funding Plan: English Leaners	206	211	3254				94,808	322,338	338,344	338,344	338,344	338,344
03	Pupil Centered Funding Plan: At-Risk Pupil	208	212	3255				65,517	12,894	13,534	13,534	13,534	13,534
04	State SPED	250	205	3270				-	316,859	316,859	316,859	316,859	316,859
05	Pupil Centered Funding Plan: Local Special Education	100	210	3115				466,794	151,018	151,018	151,018	151,018	151,018
06	Revenue Limit							7,724,156	9,363,639	9,896,755	10,079,203	10,264,392	10,452,358
07	TITLE I	280	633	4500				-	186,157	186,157	186,157	186,157	186,157
08	SPED- IDEA Part B	280	639	4500				1,387,000	118,026	118,026	118,026	118,026	118,026
09	Title II	280	709	4500				-	74,864	74,864	74,864	74,864	74,864
10	ESSER I FORMULA	280	740	4500				-	-	-	-	-	-
11	ESSER II	280	741	4500				-	-	-	-	-	-
12	ESSER III	280	742	4500				-	98,360	-	-	-	-
13	ESSER COMPETITIVE DIM	280	745	4500				-	-	-	-	-	-
14	GEER I	280	749	4500				-	-	-	-	-	-
15	AB 495	280	754	4500				-	188,344	-	-	-	-
16	ESSER ARP IDEA	280	757	4500				-	-	-	-	-	-
17	NSLP	290	802	4500				-	277,500	277,500	277,500	277,500	277,500
18	NSLP ARPA	290	870	4500				-	-	-	-	-	-
19	Federal Revenue							1,387,000	943,251	656,547	656,547	656,547	656,547
20	Interest Income	100	000	1510				-	65,000	65,000	65,000	65,000	65,000
21		100	000	1530				-	-	-	-	-	-
22	Food Service	290	802	1610				-	-	-	-	-	-
23		100	000	1790				-	-	-	-	-	-
24	Student Generated Funds	279	000	1790				-	-	-	-	-	-
25		279	091	1790				-	30,000	30,000	30,000	30,000	30,000
26		279	092	1790				20,000	60,000	60,000	60,000	60,000	60,000
27	Other Revenue from Local Sources (Unrestricted Private Sou	100	000	1921				-	-	-	-	-	-
28	GIFTS & DONATIONS FROM LOCAL COMMUNITY	100	000	1990				20,000	20,000	20,000	20,000	20,000	20,000
29	GIFTS & DONATIONS FROM LOCAL COMMUNITY	260	000	1920				-	-	-	-	-	-
30	Other Revenues	100	000	1900				-	-	-	-	-	-

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
31	Transfer in from Other Funds to SPED	250	205	5200				-	-	-	-	-	-
32	Local Revenue							40,000	175,000	175,000	175,000	175,000	175,000
33	Total Revenues							9,151,156	10,481,890	10,728,302	10,910,750	11,095,939	11,283,905
34													
35	Salaries- Instruction						0101	2,441,750	2,548,156	2,624,600	2,703,338	2,703,338	2,703,338
36	Salaries- Teacher- Substitutes						0103	-	-	-	-	-	-
37	Salaries- Licensed Admin						0104	446,000	268,941	277,009	285,320	285,320	285,320
38	Salaries- Other Licensed Teachers						0106	-	153,663	158,273	163,021	163,021	163,021
39	Salaries -Extra Duties						0161	-	-	-	-	-	-
40							0164	-	-	-	-	-	-
41							0166	-	-	-	-	-	-
42	Certified							2,887,750	2,970,760	3,059,882	3,151,679	3,151,679	3,151,679
43													
44	Salaries- Para-Professional						0102	35,250	353,113	363,707	374,618	374,618	374,618
45	Salaries- Classified/Support Staff						0107	159,982	274,821	283,065	291,557	291,557	291,557
46							0152	-	-	-	-	-	-
47							0157	-	-	-	-	-	-
48	Classified							195,232	627,934	646,772	666,175	666,175	666,175
49	Total Salaries							3,082,982	3,598,694	3,706,654	3,817,854	3,817,854	3,817,854
50													
51	Group Insurance						0210						
52							0210	-	298,124	307,068	316,280	325,769	325,769
53	FICA						0220						
54		100	000		100	1000	0220	-	3,725	3,837	3,952	3,952	3,952
55	PERS						0230						
56		100	000		100	1000	0230	1,026,250	1,185,436	1,220,999	1,257,629	1,116,850	1,116,850
57	Medicare						0240						
58		100	000		100	1000	0240	-	52,181	53,746	55,359	55,359	55,359
59	Staff Tuition Reimbursement						0250						
60	Unemployment						0260						
61		100	000		100	1000	0260	-	53,980	55,600	57,268	57,268	57,268

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
	Fund	Project	Revenue	Program	Function	Object		FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
62	Worker's Comp					0270							
63		100	000		100	1000	0270	-	14,043	14,464	14,898	14,898	14,898
64	Health Benefits					0280		-	-	-	-	-	-
65	Other Benefits					0290		-	-	-	-	-	-
66	Total Benefits							1,026,250	1,607,489	1,655,714	1,705,386	1,574,096	1,574,096
67	Total Personnel Expenses							4,109,232	5,206,183	5,362,368	5,523,240	5,391,950	5,391,950
68													
69	Classroom (1000)												
70	Other Professional Services -Teacher	100	000		100	1000	0321	780,000	-	-	-	-	-
71	Other Professional Services -Paraprofessional	100	000		100	1000	0322	-	-	-	-	-	-
72	Other Professional Services -Substitues	100	000		100	1000	0323	-	200,000	200,000	200,000	200,000	200,000
73	Instructions / Data Communications	100	000		100	1000	0535	-	65,716	65,716	65,716	65,716	65,716
74	Support Services- Students (2100)												
75	Employee Training and Development Services	100	000		100	2130	0330	-	-	-	-	-	-
76	Other Professional Services -Student Services	100	000		100	2130	0340	-	-	-	-	-	-
77	Other Professional Services -Other Licensed Staff	100	000		100	2190	0326	-	39,424	39,424	39,424	39,424	39,424
78	Support Services- Instruction (2200)												
79	Employee Training and Development Services	100	000		100	2213	0330	-	30,000	30,000	30,000	30,000	30,000
80	Travel	100	000		100	2213	0580	-	2,400	2,400	2,400	2,400	2,400
81	Support Services- General Administration (2300)												
82	Official/Administrative Services -Central Services	100	000		100	2310	0310	-	135	135	135	135	135
83	Other Professional Services -Executive Director	100	000		100	2320	0324	-	659	659	659	659	659
84	LEGAL SERVICES	100	000		100	2318	0340	-	4,000	4,000	4,000	4,000	4,000
85	Other Specialized Services -Gen Admin	100	000		100	2310	0360	-	1,040	1,040	1,040	1,040	1,040
86	Sponsorship Fee 1.25%	100	201		100	2319	0591	-	107,007	113,463	115,743	118,058	120,408
87	Support Services- School Administration (2400)												
88	Other Professional Services	100	000		100	2410	0340	-	-	-	-	-	-
89	Other Professional Services	100	000		100	2490	0340	-	3,414	3,414	3,414	3,414	3,414
90	Travel	100	000		100	2490	0580	-	-	-	-	-	-

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
91	Central Services (2500)								-				
92	Official/Administrative Services -Central Services	100	000		100	2510	0310	-	-	-	-	-	-
93	Official/Administrative Services	100	000		100	2570	0310	-	-	-	-	-	-
94	Purchased Finacial Services (Audit)	100	000		100	2510	0340	750,000	24,000	24,000	24,000	24,000	24,000
95	Other Purchased Services	100	000		100	2570	0340	-	-	-	-	-	-
96	Other Purchased Services	100	000		100	2590	0340	-	660,000	660,000	660,000	660,000	660,000
97	Marketing Services	100	000		100	2560	0345	-	16,000	16,000	16,000	16,000	16,000
98	Technical Services	100	000		100	2580	0350	-	-	-	-	-	-
99	Other Specialized Services -Payroll Services	100	000		100	2570	0360	-	-	-	-	-	-
100	Repairs and Maintenance Services Network Support	100	000		100	2585	0430	-	-	-	-	-	-
101	Rental of Equipment -Central Services	100	000		100	2530	0442	-	18,691	18,691	18,691	18,691	18,691
102	Postage	100	000		100	2510	0531	-	2,000	2,000	2,000	2,000	2,000
103	Telephone - Land line	100	000		100	2585	0533	-	9,103	9,103	9,103	9,103	9,103
104	Advertising	100	000		100	2560	0540	-	40,000	40,000	40,000	40,000	40,000
105	Advertising	100	000		100	2570	0540	-	8,000	8,000	8,000	8,000	8,000
106	Printing & Binding -Central Services	100	000		100	2530	0550	-	2,816	2,816	2,816	2,816	2,816
107	Operation and Maintenance of Plant (2600)								-				
108	Utilities (Water/Sewer)	100	000		100	2610	0410	-	31,181	31,181	31,181	31,181	31,181
109	Waste Disposal Service	100	000		100	2610	0421	-	9,559	9,559	9,559	9,559	9,559
110	Janitorial	100	000		100	2610	0422	-	110,604	110,604	110,604	110,604	110,604
111	Repairs and Maintenance Services	100	000		100	2610	0430	61,698	29,997	29,997	29,997	29,997	29,997
112	Repairs and Maintenance Services	100	000		100	2620	0430	-	24,077	24,077	24,077	24,077	24,077
113	Repairs and Maintenance Services	100	000		100	2630	0430	-	24,421	24,421	24,421	24,421	24,421
114	Repairs and Maintenance Services	100	000		100	2640	0430	-	-	-	-	-	-
115	Building Lease	100	000		100	2610	0441	-	1,000	1,000	1,000	1,000	1,000
116	Rental of Equipment and Vehicles	100	000		100	2610	0442	-	6,800	6,800	6,800	6,800	6,800
117	Insurance (Other than Employee) -Operations & Maintenance	100	000		100	2610	0520	-	34,524	34,524	34,524	34,524	34,524
118	Transportation								-				
119	Transportation	100	000		100	2700	0510	-	-	-	-	-	-

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
	Fund	Project	Revenue	Program	Function	Object		FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
120	**Special Education**									-			
121	Professional Educational Services -SPED- NURSE	250	205		200	2130	0340	-	-	-	-	-	-
122	Professional Educational Services -SPED- PSYCH	250	205		200	2140	0340	175,000	-	-	-	-	-
123	Professional Educational Services -SPED- SPEECH	250	205		200	2150	0340	-	-	-	-	-	-
124	Professional Educational Services -SPED- OT	250	205		200	2160	0340	-	-	-	-	-	-
125	Professional Educational Services -SPED- OTHER	250	205		200	2190	0340	-	-	-	-	-	-
126	Official/Administrative Services -Central Services	250	205		200	2510	0340	-	-	-	-	-	-
127	Utilities (Water/Sewer)	250	205		200	2610	0410	-	4,252	4,252	4,252	4,252	4,252
128	Waste Disposal Service	250	205		200	2610	0421	-	1,304	1,304	1,304	1,304	1,304
129	Janitorial	250	205		200	2610	0422	-	15,082	15,082	15,082	15,082	15,082
130	Repairs and Maintenance Services	250	205		200	2610	0430	-	4,091	4,091	4,091	4,091	4,091
131	Building Lease	250	205		200	2610	0441	-	-	-	-	-	-
132	Rental of Equipment -Central Services	250	205		200	2530	0442	-	2,549	2,549	2,549	2,549	2,549
133	Rental of Equipment and Vehicles	250	205		200	2610	0442	-	-	-	-	-	-
134	Insurance (Other than Employee) -Operations & Maintenand	250	205		200	2610	0520	-	4,708	4,708	4,708	4,708	4,708
135	Telephone - Land line	250	205		200	2585	0533	-	1,241	1,241	1,241	1,241	1,241
136	Instructions / Data Communications	250	205		200	1000	0535	-	8,961	8,961	8,961	8,961	8,961
137	Printing & Binding -Central Services	250	205		200	2530	0550	-	384	384	384	384	384
138	**Student Generated Funds**									-			
139	Rental of Equipment	279	091		910	2190	0442	-	4,033	4,033	4,033	4,033	4,033
140	Travel	279	091		910	2190	0580	-	29,400	29,400	29,400	29,400	29,400
141	**Title II**									-			
142	Employee Training and Development Services	280	709		100	2213	0330	-	19,387	19,387	19,387	19,387	19,387
143	**ESSER I**									-			
144		280	740		200	2213	0330	-	-	-	-	-	-
145		280	740		200	1000	0340	-	-	-	-	-	-
146	**ESSER II**									-			
147	Professional Educational Services -SPED- PSYCH	280	741		200	2140	0340	-	62,413	-	-	-	-
148	**ESSER III**									-			
149	Employee Training and Development Services	280	742		100	2213	0330	-	7,000	-	-	-	-
150	Professional Educational Services -SPED- PSYCH	280	742		200	2140	0340	-	-	-	-	-	-

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
		Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
151	Food Service									-			
152	Contracted Food Service	290	802		100	3100	0570	479,000	479,000	479,000	479,000	479,000	479,000
153	Travel	290	802		100	3100	0580	-	372	372	372	372	372
154	Debt Service									-			
155	Other Professional Services	400	000		100	5000	0340	-	5,000	5,000	5,000	5,000	5,000
156	Total Purchased Services							2,245,698	2,155,745	2,155,745	2,095,068	2,097,383	2,099,733
157													
158	Classroom (1000)									-			
159	General Supplies -Classroom	100	000		100	1000	0610	1,108,756	60,000	60,000	60,000	60,000	60,000
160	Textbook & Curriculum -Classroom	100	000		100	1000	0641	-	16,000	16,000	16,000	16,000	16,000
161	Supplies-Technology-Software -Classroom	100	000		100	1000	0651	-	3,000	3,000	3,000	3,000	3,000
162	Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652	-	126	126	126	126	126
163	Web-Based Curriculum -Classroom	100	000		100	1000	0653	-	-	-	-	-	-
164	General Supplies -Student Support Services	206	211		420	1000	0610	25,308	-	-	-	-	-
165	General Supplies -Student Support Services	208	212		430	1000	0610	25,567	-	-	-	-	-
166	Support Services- Students (2100)									-			
167	General Supplies -Student Support Services	100	000		100	2130	0610	-	1,600	1,600	1,600	1,600	1,600
168	General Supplies -Student Support Services	100	000		100	2190	0610	-	1,900	1,900	1,900	1,900	1,900
169	Supplies-Technology-Software	100	000		100	2190	0651	-	570	570	570	570	570
170	General Supplies -Student Support Services	100	000		100	2190	0652	-	-	-	-	-	-
171	Support Services- Instruction (2200)									-			
172	General Supplies -Support Services Instructional	100	000		100	2210	0610	-	-	-	-	-	-
173	Books & Periodicals -Instructional Support	100	000		100	2213	0640	-	1,500	1,500	1,500	1,500	1,500
174	Supplies/Equip-Info Tech Related -Support Services Instruct	100	000		100	2230	0652	-	-	-	-	-	-
175	Supplies-Technology-Software	100	000		100	2240	0651	-	-	-	-	-	-
176	Support Services- General Administration (2300)									-			
177	General Supplies -General Admin	100	000		100	2310	0610	-	6,000	6,000	6,000	6,000	6,000
178	General Supplies -General Admin	100	000		100	2320	0610	-	-	-	-	-	-
179	Support Services- School Administration (2400)									-			
180	General Supplies -School Admin	100	000		100	2410	0610	-	954	954	954	954	954
181	General Supplies -School Admin	100	000		100	2490	0610	-	88,483	88,483	88,483	88,483	88,483

Signature Preparatory
Multi-Year Projection Detail

		DSA Reduction		0%	0%	0%	0%	0%	0%
		# of Students		975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
		$ Per Pupil		7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
		Approval Date		5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast

		Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
182		100	000		100	2490	0612	-	2,863	2,863	2,863	2,863	2,863
183	Supplies-Technology-Software	100	000		100	2410	0652	-	3,067	3,067	3,067	3,067	3,067
184	Supplies-Technology-Software	100	000		100	2490	0652	-	2,546	2,546	2,546	2,546	2,546
185	**Central Services (2500)**								-				
186	General Supplies - Central Services	100	000		100	2510	0610	-	84	84	84	84	84
187	General Supplies	100	000		100	2530	0610	-	-	-	-	-	-
188	General Supplies	100	000		100	2560	0610	-	12,810	12,810	12,810	12,810	12,810
189	General Supplies	100	000		100	2580	0610	-	6,383	6,383	6,383	6,383	6,383
190	Supplies - Technology- Software	100	000		100	2510	0651	-	3,597	3,597	3,597	3,597	3,597
191	Supplies - Technology- Software	100	000		100	2585	0651	-	7,106	7,106	7,106	7,106	7,106
192	Supplies/Equip-Info Tech- Central	100	000		100	2580	0652	-	322	322	322	322	322
193	**Operation and Maintenance of Plant (2600)**								-				
194	General Supplies -Operational	100	000		100	2610	0610	73,801	73,801	73,801	73,801	73,801	73,801
195	General Supplies	100	000		100	2620	0610	-	68	68	68	68	68
196	General Supplies -Security	100	000		100	2660	0610	-	-	-	-	-	-
197	General Supplies -Safety	100	000		100	2670	0610	-	-	-	-	-	-
198	Natural Gas	100	000		100	2610	0621	-	3,132	3,132	3,132	3,132	3,132
199	ELECTRICITY	100	000		100	2610	0622	-	58,691	58,691	58,691	58,691	58,691
200		100	000		100	2610	0626	-	280	280	280	280	280
201	**STATE SPED**								-				
202	General Supplies	250	205		200	1000	0610	150,000	2,000	2,000	2,000	2,000	2,000
203	General Supplies	250	205		200	2530	0610	-	-	-	-	-	-
204	General Supplies	250	205		200	2610	0610	-	-	-	-	-	-
205	General Supplies	250	205		200	2670	0610	-	-	-	-	-	-
206	Natural Gas	250	205		200	2610	0621	-	427	427	427	427	427
207	ELECTRICITY	250	205		200	2610	0622	-	8,003	8,003	8,003	8,003	8,003
208	Software	250	205		200	1000	0651	-	1,000	1,000	1,000	1,000	1,000
209	**Student Generated Funds**								-				
210	General Supplies	279	092		920	2190	0610	-	34,034	34,034	34,034	34,034	34,034
211	General Supplies	279	091		910	2190	0610	-	6,220	6,220	6,220	6,220	6,220

Signature Preparatory
Multi-Year Projection Detail

						DSA Reduction	0%	0%	0%	0%	0%	0%
						# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
						$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
						Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
	Fund	Project	Revenue	Program	Function	Object	FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
212	Title Ia								-			
213	General Supplies	280	633		430	2190	0610	-	3,925	3,925	3,925	3,925	3,925
214	WEB-BASED CURRICULUM	280	633		430	1000	0653	-	4,693	4,693	4,693	4,693	4,693
215	Title II Grant									-			
216	Books & Periodicals -Instructional Support	280	709		100	2213	0610	-	8,410	8,410	8,410	8,410	8,410
217	ESSER II									-			
218	Textbook & Curriculum -Classroom	280	740		100	1000	0641	-	-	-	-	-	-
219	Software	280	740		100	1000	0651	-	-	-	-	-	-
220	Web-Based Curriculum	280	740		100	1000	0653	-	-	-	-	-	-
221	ESSER II									-			
222		280	741		100	1000	0612	-	18,000	-	-	-	-
223		280	741		100	1000	0652	-	100,000	-	-	-	-
224		280	741		100	2610	0652	-	106,062	-	-	-	-
225	Food Service									-			
226	General Supplies	290	802		100	3100	0610	-	500	500	500	500	500
227	Food	290	802		100	3100	0630	-	500	500	500	500	500
228	ESSER III									-			
229	Software	280	742		200	2610	0610	-	-	-	-	-	-
230	General Supplies	280	742		100	1000	0610	-	108,906	-	-	-	-
231	General Supplies	280	742		430	1000	0610	-	27,038	-	-	-	-
232	Textbook & Curriculum -Classroom	280	742		100	1000	0641	-	65,387	-	-	-	-
233	Software	280	742		100	1000	0651	-	-	-	-	-	-
234	Supplies/Equip-Info Tech	280	742		100	1000	0652	-	157,500	-	-	-	-
235	Web-Based Curriculum	280	742		100	1000	0653	-	129,689	-	-	-	-
236	**Total Books & Supplies**							1,383,432	1,137,177	424,595	424,595	424,595	424,595
237													
238	Depreciation	300	000		100	5000	0790	77,560	543,342	543,342	543,342	543,342	543,342
239	Saving/Contingency							-	-	218,215	332,878	332,878	338,517
240	**Total Capital Outlay**							77,560	543,342	761,557	876,220	876,220	881,859
241													

Signature Preparatory
Multi-Year Projection Detail

							DSA Reduction	0%	0%	0%	0%	0%	0%
							# of Students	975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
							$ Per Pupil	7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
							Approval Date	5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
	Fund	Project	Revenue	Program	Function	Object		FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
242	**Classroom (1000)**									-			
243	Dues & Fees -Classroom	100	000		100	1000	0810	-	-	-	-	-
244	**Support Services- Instruction (2200)**									-			
245	Dues & Fees -Support Services Instructional	100	000		100	2210	0810	-	6,853	6,853	6,853	6,853	6,853
246	**Support Services- General Administration (2300)**									-			
247	SGF - General	100	000		100	2310	0810	-	74	74	74	74	74
248	SGF - General	100	000		100	2320	0810	-	-	-	-	-	-
249	**Office of the Principal (2400)**									-			
250	Dues & Fees	100	000		100	2490	0810	-	13,296	13,296	13,296	13,296	13,296
251	Misc	100	000		100	2490	0890	-	-	-	-	-	-
252	**Central Services (2500)**									-			
253	Dues & Fees	100	000		100	2510	0810	-	12,361	12,361	12,361	12,361	12,361
254	Dues & Fees - Payroll	100	000		100	2570	0810	-	17,600	17,600	17,600	17,600	17,600
255	**Operation and Maintenance of Plant (2600)**									-			
256	Dues & Fees -Operations & Maintenance	100	000		100	2610	0810	-	500	500	500	500	500
257	**Special Education**									-			
258	Dues & Fees	250	205		200	2140	0810	-	300	300	300	300	300
259	Dues & Fees	250	205		200	2190	0810	-	218	218	218	218	218
260	**SGF**								-	-	-	-	-
261	SGF	279	091		910	2190	0810	-	10,000	10,000	10,000	10,000	10,000
262	SGF	279	092		920	2190	0810	-	34,900	34,900	34,900	34,900	34,900
263	SGF	279	091		910	6000	0900	-	-	-	-	-	-
264	SGF	279	092		920	6000	0900	-	-	-	-	-	-
265	**Title II Grant**									-			
266	Dues & Fees -Title II	280	709		100	1000	0810	-	-	-	-	-	-
267	**Transfer Out to Other Funds**									-			
268	Transfer Out to Other Funds	100	000		100	6200	0910	-	-	-	-	-	-
269	**Debt Service**									-			
270	Dues & Fees	400	000		100	5000	0810	-	-	-	-	-	-
271	Bond Interest	400	000		100	5000	0832	1,286,000	1,286,000	1,286,000	1,286,000	1,286,000	1,286,000
272		400	000		100	5000	0833	-	-	-	-	-	-

Signature Preparatory
Multi-Year Projection Detail

							FINAL FY2223	FY2324 Tentative	FY2425	FY2526	FY2627	FY2728
DSA Reduction							0%	0%	0%	0%	0%	0%
# of Students							975.00	990.00	1,000.00	1,010.00	1,020.00	1,030.00
$ Per Pupil							7,279.01	8,647.00	9,077.00	9,167.77	9,259.45	9,352.04
Approval Date							5/19/2022	Forecast	Forecast	Forecast	Forecast	Forecast
	Fund	Project	Revenue	Program	Function	Object						
273 Total Other Outgo							1,286,000	1,382,102	1,382,102	1,382,102	1,382,102	1,382,102
274 Total Expenditures							9,101,922	10,424,549	10,086,367	10,301,225	10,172,250	10,180,239
275 Net Income							49,234	57,341	824,383	794,714	1,111,655	1,294,448
277 CASH FLOWS							-					
278 Receivables							-	-	-	-	-	-
279 Intracompany Receivables							-	-	-	-	-	-
280 Prepaid Expenses							-	-	-	-	-	-
281 Current Other Expenses							-	-	-	-	-	-
282 Other Assets							-	-	-	-	-	-
283 Accounts Payables							-	-	-	-	-	-
284 Accrued Salaries and Taxes							-	-	-	-	-	-
285 Short Term Loans							-	-	-	-	-	-
286 Deferred Revenue							-	-	-	-	-	-
287 Other Current Liabilities							-	-	-	-	-	-
288 Net Cash provided/ (used) by Operating Activites							49,234	57,341	824,383	794,714	1,111,655	1,294,448
289 Capital Expenditures							-	-	-	-	-	-
290 Other Investing Activities							-	-	-	-	-	-
291 Equity Transfers							-	-	-	-	-	-
292 Net Cash provided/ (used) by Investing Activities							-	-	-	-	-	-
293 Cash Flow Financing - Secured Debt							-	-	-	-	-	-
294 Loan Payables							-	-	-	-	-	-
295 Deferred Lease Expense							-	-	-	-	-	-
296 Net Cash provided/ (used) by Financing Activities							-	-	-	-	-	-
297 Net Increase/(Decrease) in Cash							49,234	57,341	824,383	794,714	1,111,655	1,294,448
298 Cash at Beginning of Period							2,704,891	2,466,629	2,523,970	3,348,353	4,143,067	5,254,722
299 Cash At End of Period							2,754,125	2,523,970	3,348,353	4,143,067	5,254,722	6,549,170
301 Estimated 2 months of Expenses							1,496,206.36	1,713,624.49	1,658,032.93	1,693,352.05	1,672,150.68	1,673,463.95
302 3% Reserve (Possibly Included in Total Capital Outlay)							212,911.00	428,027.00	462,972.00	472,232.00	481,630.00	491,169.00
303 (Cash) / ((Average Expenses past 12 months) / (30.4))							109.51	84.00	112.66	135.29	173.60	216.09
304 % of Revenue							1.39%	5.73%	14.54%	15.06%	17.62%	18.97%

Signature Preparatory Organizational Chart

Signature Preparatory Board

Charter One EMO

Executive DIrector

Principal

ELL Strategist

1st, 3rd, 4th Grade

MS Math

Technology

P.E. VanDyke

Office Staff

Maintenance

MS Social Studies

Asst Principal

Special Ed Facilitator

Kinder

5th Grade

P.E. - Ellis

Music

Resource

K Paraprofessionals

SPED Paraprofessionals

Dean

MS Science

Lunch Recess Aides

Art

2nd Grade

MS ELA
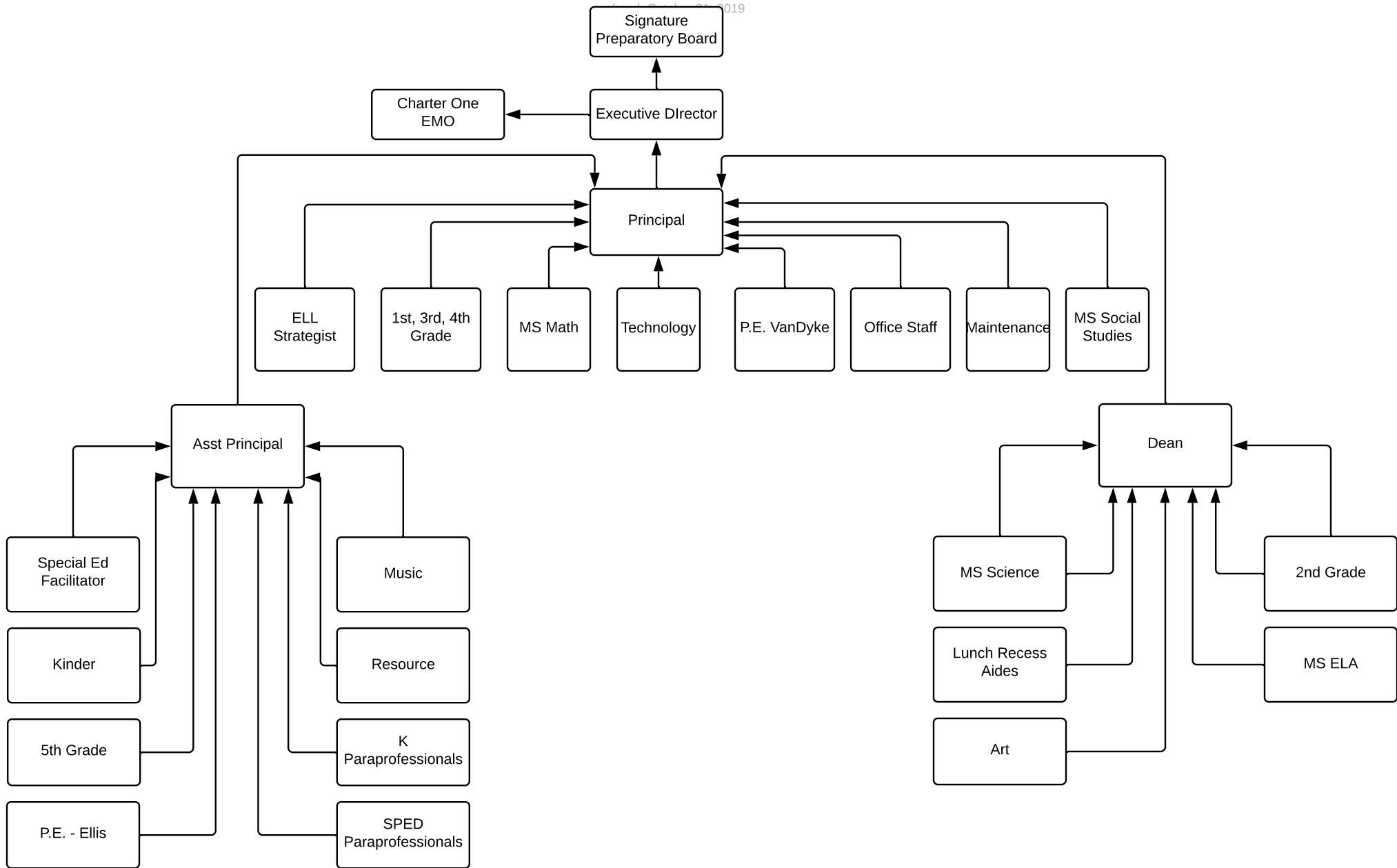
Teacher Evaluation Tool Rubric

The Signature Preparatory Evaluation tool has been developed in order to monitor teacher effectiveness frequently, provide teachers with clear feedback, and provide relevant professional development opportunities. This evaluation tool supports the Charter One Academic Philosophy, which states that teachers will participate in collaborative teams, use evidence of student learning to inform and improve teaching practices, teach effectively, engage each student in their class, and seek to provide academic rigor.

Informal

Administrators will visit classrooms regularly to observe and evaluate teachers. They will rate the teacher based on the following criteria. Each item contains four descriptors. When all four are true, blue may be selected. When three are true, green may be selected. When two are true, yellow, and one or zero, red.

Classroom Management
- ☐ Classroom procedures are firmly set in place
- ☐ Bell-to-bell instruction
- ☐ Non-linguistic management used, if verbal is used, ask student for private conversation
- ☐ Teacher appropriately addresses anyone who is out of dress code

Clear Learning Objective
- ☐ CLO is posted and easy to read from back of the room
- ☐ CLO contains student friendly language
- ☐ Appropriate standard/DOK level and is on pace with the curriculum map
- ☐ Referenced at start, middle, and end of lesson

Manageable Chunks
- ☐ Content is taught in one manageable chunk at a time
- ☐ New content is taught with direct, explicit instruction
- ☐ Independent practice or small group instruction as needed
- ☐ Guided and purposeful practice (no busy work)
- ☐ N/A - only if not seen during informal eval

Check for Understanding
- ☐ Students are given formative assessments periodically throughout lesson
- ☐ Checks are brief, non-disruptive, and direct/explicit
- ☐ Teacher uses data from their checks for understanding to guide instruction
- ☐ Reteach/enrich depending upon results from check
- ☐ N/A - only if not seen during informal eval

Organization & Flow
- ☐ Teacher is able to modify and adjust lesson as needed on the spot
- ☐ Lesson flow is fluid
- ☐ Lesson is scaffolded and ordered in chunks appropriately
- ☐ Teacher handles disruptions quickly and returns to lesson well

Student Engagement
- ☐ All students are actively engaged in the learning
- ☐ For every teacher action, there is a student action/reaction
- ☐ Purposefully planned student engagement
- ☐ The teacher handles disengagement effectively

Classroom Culture
- ☐ Classroom is neat and orderly
- ☐ Visibly displayed: 2 Signature Prep posters, bell schedule, expectations, agenda, and calendar
- ☐ Desks are arranged appropriately
- ☐ Teacher demonstrates a positive attitude toward all students

RAISE in Action
- ☐ Teacher models RAISE values
- ☐ Teacher integrates at least one RAISE value explicitly into lesson
- ☐ Teacher references at least one RAISE value implicitly or explicitly
- ☐ Kindness and empathy shown

Professionalism
- ☐ Teacher is in dress code
- ☐ Teacher speaks professionally and conduct with students is professional
- ☐ Teacher is in compliance with school and district regulations
- ☐ Teacher attends and participates in student meetings

Formal

Administrators will conduct a formal evaluation, which will include an observation as well as a discussion of growth and areas for improvement. They will rate the teacher based on the informal evaluation criteria as well as the criteria below. The rating scale will follow that of the informal evaluation.

Lesson Plan
- ☐ The lesson plan fits the content and is on pace
- ☐ The lesson plan contains: a CLO, manageable chunks, and is aligned to assessments
- ☐ The lesson plan considers the interventions needed for each student
- ☐ The lesson plan is timed well

Record Keeping
- ☐ Teacher takes attendance
- ☐ Teacher tracks assessment data and modifies lesson plans and interventions accordingly
- ☐ Teacher documents their own evaluations and seeks to improve
- ☐ All documentation required for ESS is completed on time and within SPA expectations

PLCs
- ☐ Actively participating in PLCs
- ☐ Contributing to PLCs and keeping commitments
- ☐ Using one PLC as a planning session
- ☐ Using one PLC as a data review session

Professional Development
- ☐ Teacher is actively engaging in professional development
- ☐ Teacher seeks opportunities for further development
- ☐ Teacher is engaged in a mentor relationship
- ☐ Teacher is reading at least one professional development book or article each semester

EMERGENCY RESPONSE PLAN (ERP)

TABLE OF CONTENTS

INTRODUCTION MATERIAL

A.   PROMULGATION STATEMENT

The Emergency Response Plan (ERP) and supporting materials, is a guide to how the School conducts all-hazards response. To clarify, all hazard events (please refer to ERP Section IV: Hazard Specific Procedures) are typically associated with the following categories:

- **Natural Hazard -** These events are emergencies caused by forces extraneous to man in elements of the natural environment. (e.g., earthquake, flood, hazardous weather, public health emergency).
- **Technological Hazard** - These incidents involve materials created by man and that pose a unique hazard to the general public and environment. The jurisdiction needs to consider incidents that are caused by accident (e.g., mechanical failure, human mistake), result from an emergency caused by another hazard, or are caused intentionally. (e.g., infrastructure/utility disruption, radiological, or hazardous material release).
- **Human-caused** - These are disasters created by man, either intentionally or by accident. (e.g., criminal or violent behavior, intruder, civil unrest, active shooter, terrorism).

More guidance on all-hazards planning may be found in Section IV: Hazard Specific Procedures.

The ERP is written in support of emergency management and is built upon the National Response Framework as adaptable coordinating structures to align key roles and responsibilities. This plan and contents within shall apply to all Signature Preparatory administration, staff, and students, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. Furthermore, tasked organizations supporting ERP procedures shall maintain procedures and actively participate in the training, exercise, and maintenance needed to support this plan.

This plan is intended to capture specific authorities and best practices for managing incidents from the serious but purely local, to large-scale community or regional events, or catastrophic in nature.

Most emergencies follow some recognizable build-up period during which actions can be taken to achieve a state of maximum readiness. General actions are detailed in the appropriate sections of this document; however, it is acknowledged that disasters are unique occurrences, which require specific resources dependent upon the type, nature, and extent of the emergency. In this regard, this document is not all-inclusive, nor does it limit or restrict reasonable or prudent actions.

This ERP was prepared by Signature Preparatory staff and approved by senior administration, whereas enabling activities contained within this document to be performed within the school capability. Furthermore, this ERP has been distributed internally within Signature Preparatory and with external agencies that may be affected by its implementation.

B. APPROVAL and IMPLEMENTATION

This plan shall apply to all Signature Preparatory students, faculty, and staff and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. Furthermore, the ERP may be applied to any school-sponsored events whether on or off property and all public or private, school-sanctioned activities.

The School/District and Executive Director, Gabe Shirey, or designee shall be responsible for plan oversight and coordination with applicable stakeholders, such as, law enforcement, county health department, fire services, emergency management, etc. This emergency response plan is based on the "all-hazards" concept and plans for natural and man-made disasters and incidents. The plan is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

This ERP and its supporting contents are hereby approved, supersedes all previous editions, and is effective immediately upon the signing of signature authority noted below.

Approval Signature: _____, Executive Director

School Name: _____

Date: _____

DISTRICT LEVEL SIGNATURE PAGE

Approval Signature:_____, Superintendent

District Name: _____

Date: _____

The following signatures appear in recognition of the coordination, collaboration, and document review with local partners.

Signature:_____Date: _____
 (Emergency Management Agency)

Signature:_____Date: _____
 (Public Health Department)

Signature:_____Date: _____
 (Law Enforcement Agency)

Signature:_____Date: _____
(Fire Services Agency)

I. PURPOSE, SCOPE, SITUATION, and ASSUMPTIONS

A. PURPOSE

The purpose of the Signature Preparatory Emergency Response Plan (ERP) is to outline the school's approach to emergency operations and to enable local, State and federal coordination in addition to public/private support. It provides general guidance for emergency management activities. The ERP and its contents describe the school emergency response organization and assigns responsibilities for various emergency tasks. Specific support materials found in the ERP Sections beyond the Basic Plan, or in attachments, may describe details of who does what, when and how, or provides additional information in support of potential emergency response actions. Additionally, the ERP describes capabilities and resources, as well as establishes responsibilities and operational processes, to help protect the school from natural, technological, and man-made hazards; with the primary objectives to save lives and protect public health, property and the environment, and, reduce adverse psychological consequences and disruptions.

Although emergencies/disasters and catastrophic incidents typically result in impacts far beyond the immediate or initial incident area, the ERP provides a framework to enable the management of cascading impacts and multiple incidents as well as the prevention of and preparation for subsequent events.

The Signature Preparatory Emergency Response Plan supports the school and the district general operating procedures. It is the responsibility of those referenced in this plan to integrate their departmental policy, procedures, and emergency management activities such as task performance and organization, while also participating in training, exercises and plan integration and maintenance needed to support a collective process.

Additionally, the Plan:

- Empowers employees in an incident to act quickly and knowledgably including training key stakeholders on their roles and responsibilities before, during, and after an incident;
- Educates students and staff on how to respond during an emergency situation;
- Provides other members of the community with assurances that Signature Preparatory has established policy and procedures to respond to incidents/hazards in an effective way;
- Establishes intra-agency and multi-jurisdictional mechanisms for involvement in, and coordination of, incident response and recovery operations;
- Provides guidance for emergency operations and the utilization of Signature Preparatory and government resources for the protection of lives, property, and the continuance of school operations in an emergency.

B. SCOPE

The school's Executive Director is the responsible authority to direct the response involving an incident occurring on property, or at any Signature Preparatory sponsored or sanctioned event.

This plan and all contents contained herein shall apply to all Signature Preparatory students, faculty, staff and visitors, and others participating in protection, prevention, mitigation, preparedness, response and recovery efforts. An incident or event influencing Signature Preparatory may also affect the surrounding

community; therefore, this plan shall support community emergency operations and any supporting Memorandums of Understanding (MOU) and/or Memorandums of Agreement (MOA) The scope of the ERP applies to incidents and/or events of all sizes, including those that exceed the school response services and capabilities that may result in activation of the local emergency operations center. MOUs/MOAs in coordination with additional support requested from local, State and Federal entities may be activated.

The School ERP outlines the expectations of faculty and staff; roles and responsibilities; direction and control systems; internal and external communications; training and sustainability of the ERP; authority and references as defined by local, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and response/recovery for Signature Preparatory.

C. SITUATION OVERVIEW

Signature Preparatory is a stakeholder in the local and state disaster risks. The school/district is exposed to hazards, which have the potential for disrupting the school community and causing widespread damage and casualties. Such hazard exposure may include geographic location, population concentration to include demographics*, buildings, rail, air and highway traffic. Other risk factors may include: floods, tornadoes, terrorist activities, fires, explosions, transportation accidents, pandemic and other infectious diseases, shooting, school collapse, tornado, bomb threats, hostage situation, utility outage, neighborhood disturbance, food poisoning, armed intruder, etc.

*The information gathered during the jurisdictional assessment of individuals with disabilities and others with access and functional needs requires a detailed analysis. Emergency planners need to review the assessment findings and analyze the quantity and types of resources (including personnel) needed during different types of incidents.

Signature Preparatory participated in the hazard assessment process, utilizing local resources, such as emergency management, law enforcement, fire services, county health department and private entities where applicable, to determine the threat and risk for the school and surrounding community. Capabilities to be able to respond to the most likely hazards were assessed by the school and the surrounding emergency management community. Collectively, measures are in place to address these hazards.

- The school works with the law enforcement, county health department, fire services and emergency management staff of the City of Henderson and Clark County on a regular basis. A cooperative working relationship and team approach between the school and municipal governments for emergency response is seen as a major responsibility for which the school supports. Prevention, protection, response, and recovery capability consideration, along with the adequate training, equipment, and personnel needs are coordinated.

- The school is dependent upon the local municipalities for fire suppression and rescue services, major hazardous material response capabilities, EMS, bomb squad response, public health guidance, law enforcement tactical responses, support from emergency management, and assistance in emergency operations staffing.

- The school maintains staffing resources, or has written agreements in place, that may provide the following services: CPR/AED and First Aid.

Signature Preparatory has assigned a school administrator to address emergency preparedness. The School has adopted and supports FEMA emergency management practices, protection, prevention, mitigation, preparedness, response and recovery in their planning process, and is committed to developing and exercising plans in addition to training and exercising with local populations.

D. PLANNING ASSUMPTIONS

The Signature Preparatory ERP is based on the following planning assumptions and considerations as presented in this section.

- Any employee of Signature Preparatory may be tasked by this ERP.

- School officials and representatives recognize their responsibilities for the safety and well-being of students, staff, and visitors; and assume their responsibilities in the implementation of this ERP.

- External resources may be requested to assist the school.

- In most cases, law enforcement or fire service personnel will assume Incident Command, or establish a unified command, depending on the type of emergency.

- Incident management activities will be initiated and conducted using the Incident Command System, contained in the National Incident Management System (NIMS.)

- Outside assistance will likely be available in most emergencies affecting the school. Although this plan defines procedures for coordinating such assistance, it is essential for the school to be prepared to carry out disaster response and short-term actions on an independent basis, or in the event, the incident is community or region wide.

- It is possible for a major disaster to occur any time and any place in or near the school. In some cases, timely dissemination of warnings and increased readiness measures may be possible. However, many disasters may occur with little or no warning.

- Proper implementation and understanding of these procedures through training and practice will reduce or prevent disaster-related losses.

- Emergencies on the School grounds may involve multiple responding departments and agencies including, but not limited to, local law enforcement, county health department, fire services, emergency management, environmental health and safety, emergency medical services, and appropriate school, city, county, state and federal agencies.

- Other schools/organizations operating on Signature Preparatory property shall coordinate their emergency actions with this ERP.

II.   CONCEPT OF OPERATIONS

A. GENERAL

It is the responsibility of the school to protect life and property from the effects of emergency situations within its own jurisdiction. Signature Preparatory has the primary responsibility for initial emergency management activities. Concept of Operations information located in this section is designed to give an overall picture of incident management. It will clarify the purpose and explain the school's overall approach to an emergency (i.e., what should happen, when, and at whose direction).

Top priorities for incident management are to:

- Protect and save lives, and protect health and safety of students, faculty, staff, visitors, responders, and recovery workers.

- Protect property and mitigate damage and impact to individuals, the community, and the environment.

To assist in delineating levels of response, the following terms have been provided, but it is of the utmost importance that terminology is used that is acceptable and applicable to your individual school, district and response community.

An emergency, as used in this plan, is intended to describe a range of situations, from an isolated incident to a major disaster. It includes the following:

INCIDENT - An incident is a situation that is limited in scope and potential effects.
EMERGENCY - An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
DISASTER - A disaster is the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

This ERP is based on the "all-hazards" concept and is flexible in that part of the plan or the entire plan may be activated based on the specific emergency and decision by school leadership.

The school concept of operations is that the emergency functions of various departments and agencies involved in emergency management will generally parallel normal day-to-day functions or operations.

Day-to-day functions that do not contribute directly to the emergency may be suspended for the duration of any emergency. The efforts that would normally be required for those functions will be redirected to the accomplishment of emergency tasks by the school.

B. SIX KEY AREAS OF EMERGENCY PLANNING AND INCIDENT MANAGEMENT

In the event of an incident, Signature Preparatory will utilize these definitions (CPG 101, pgs. 1-8/1-10) that are predicated on an all-hazard approach. There is acknowledgement that most responsibilities and functions performed during an emergency are not hazard specific. Likewise, these procedures account for activities pre-incident, incident, and post-incident; consequently, key areas are noted as the following:

1. **Prevention** – Consists of actions that reduce risk from human-caused incidents. Prevention planning can also help mitigate secondary or opportunistic incidents that may occur after the primary incident.

2. **Protection** – Reduces or eliminates a threat to people, property and the environment. Primarily focused on adversarial incidents, the protection of critical infrastructure and key resources (CIKR) is vital to local jurisdictions, national security, public health and safety and economic vitality.

3. **Mitigation** – Mitigation activities are those which reduce or eliminate the probability of a disaster occurring. Also included are those long-term activities which lessen the undesirable effects of unavoidable hazards.

4. **Preparedness** – Preparedness activities serve to develop the response capabilities needed in the event an emergency should arise. Planning and training are among the activities conducted under this phase.

5. **Response** – Response is the actual provision of emergency services during a crisis. These activities help to reduce casualties and damage, and speed recovery. Response activities include evacuation, rescue, and other similar operations.

6. **Recovery** – Recovery is both a short-term and long-term process. Short-term operations seek to restore vital services o the School and provide for the basic needs of students, faculty, and staff. Long-term recovery focuses on restoring the School to its normal pre-disaster, or an improved state of affairs. The recovery period is also an opportune time to institute future mitigation measures, particularly those related to the recent emergency.

C. NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

NIMS ensures that those involved in incident response and recovery, understand what their roles are and have the tools they need to be effective. Additionally, NIMS:

- Defines incident response organizational concepts and structures.
- Consists of procedures for managing personnel, facilities, equipment, and communications.
- Is used throughout the life cycle of an incident (e.g., from threat to parent/student reunification).

NIMS components include:

- **Preparedness** – Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident. Preparedness involves an integrated combination of planning, procedures and protocols, training and exercises, personnel qualifications and certification, and equipment certification.

- **Communications and Information Management** – Emergency management and incident response activities rely upon communications and information systems that provide a common operating picture to all command and coordination sites. NIMS describes the requirements necessary for a standardized framework for communications and emphasizes the need for a common operating picture. NIMS is based upon the concepts of interoperability, reliability, scalability, portability, and the resiliency and redundancy of communications and information systems.

- **Resource Management** – Resources (such as personnel, equipment, and/or supplies) are needed to support critical incident objectives. The flow of resources must be fluid and adaptable to the requirements of the incident. NIMS define standardized mechanisms and establishes the resource management process to: identify requirements, order and acquire, mobilize, track and report, recover and demobilize, reimburse, and inventory resources.

- **Command and Management** – The Command and Management component within NIMS is designed to enable effective and efficient incident management and coordination by providing flexible, standardized incident management structures. The structures are based on three key organizational constructs: the Incident Command System, Multiagency Coordination Systems, and Public Information.

- **Ongoing Management and Maintenance** – Within the auspices of Ongoing Management and Maintenance, there are two components: the National Integration Center (NIC) and Supporting Technologies.

Signature Preparatory has adopted NIMS and the use of the Incident Command System (ICS) in accordance with the Homeland Security Presidential Directive (HSPD) 5. Additionally, the U.S. Department of Education has provided guidance as to "key personnel," such as executive leaders, general personnel, Command Staff and Incident Managers, to complete specific courses in order to meet organizational NIMS compliance.

Appropriate school staff will participate in NIMS preparedness programs, community collaboration and planning efforts, and participate in training and exercising of the ERP's procedures.

In a major emergency or disaster, the school may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities will be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS), a component of NIMS, will be used to manage all incidents and major school/district planned events. The school ICS approach will be used in all phases of incident management, including pre- incident activities, incident and post incident.

D. EMERGENCY OPERATIONS PLAN ACTIVATION AUTHORITY and COMMUNICATION

The Executive Director and Assistant Director are typically the responsible authority for directing emergency measures for the school and are provided the authority to activate this ERP. The Director or Dean of Students can act in their place if necessary.

The Executive Director will obtain information on the nature of the incident and assessment of the situation and will make the determination of next steps and assume or delegate the role of incident commander if the situation warrants.

In an incident warranting multi-jurisdictional resources, emergency response activities will employ the Incident/Unified Command System (ICS) structure.

Timely warnings of emergency conditions are essential to preserve the safety and security of the school or district community and are critical to an effective response and recovery.

Organization and Assignment of Responsibilities
The basic plan establishes the operational organization that will be relied on to respond to an emergency. It includes a list of the kinds of tasks to be performed, by position and organization, without all of the procedural details included in functional annexes. When two or more organizations perform the same kind of task, one should be given primary responsibility, with the other(s) providing a supporting role. For the sake of clarity, a matrix of organizations and areas of responsibility (including functions) should be included to summarize the primary and supporting roles. Shared general responsibilities, such as developing SOPs/SOGs, should not be neglected, and the matrix might include organizations not under jurisdictional control, if they have defined responsibilities for responding to emergencies that might occur in the jurisdiction. Organization charts, especially those depicting how a jurisdiction is implementing the ICS or Multiagency Coordination System structure, are helpful. This section should also outline agency and departmental roles related to prevention and protection activities. In addition, this section is where a jurisdiction discusses the option that it uses for organizing emergency management—ESF, agency and department, functional areas of ICS/NIMS, or a hybrid. The selected management structure determines what types of annexes are included in the EOP and should be carried through to any hazard annexes.

A. ORGANIZATION

Emergency Management for Signature Preparatory is comprised of the following:

POLICY GROUP (DISTRICT)

> The Policy Group is comprised of the following:
>
> - President
> - Chief Executive Officer
> - Legal Counsel
> - Board of Directors
>
> In complex incidents, the Policy Group will be convened at 428 S. Boulder Hwy Henderson, NV 89015. The role of the Policy Group is to:
> - Support the on-scene Incident Commander with strategic guidance, information analysis, and needed resources
> - Provide policy and strategic guidance
> - Help to ensure that adequate resources are available
> - Identify and resolve issues common to all organizations
> - Keep elected officials and other executives informed of the situation and decisions.
> - Provide factual information, internally and externally, through the Joint Information Center (JIC)

SCHOOL SITE SAFETY AND SECURITY STAFF

The Assistant Director is responsible for emergency management planning and operations for the school. Upon the activation of the ERP for a school incident, the roles and responsibilities of personnel are followed based on this plan.

DISTRICT OR SCHOOL DEPARTMENTS

District and school departments will support emergency response operations through performance of their normal roles and responsibilities. If called upon, school departments will activate personnel and implement appropriate response actions identified in the plan, or as directed by the Incident Commander or school administration.

Activation of the ICS for a school event may be modified as needed to best serve the nature of the incident. When the ICS is activated, staff will direct the efforts of their departments according to their respective procedures for emergency operations.

	Department	Departmental Duties and Responsibilities
1.	Transportation	Upon learning of an incident, the Transportation Coordinator/ Director will report directly to the Incident Commander unless otherwise notified.
2.	Food Service	Upon learning of an incident, the Food Service Coordinator will report directly to Operations Section Chief unless otherwise notified.
3.	Building Maintenance	Upon learning of an incident, the Facilities Manager will report directly to the Safety Officer unless otherwise notified.

B. SCHOOL POSITION ROLES and EXPECTED ACTIONS

EXECUTIVE DIRECTOR/BUILDING ADMINISTRATOR

The Executive Director may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Executive Director still retains the responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the Executive Director to focus on policy-level activities and interfacing with other agencies and parents. The Executive Director shall coordinate between the policy group and the Incident Commander.

TEACHERS

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
- Direct students in their charge to inside or outside staging areas, in accordance with signals, warnings, written notification, or intercom orders according to established incident management procedures
- Give appropriate action command during an incident
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location
- Report missing students to the Incident Commander or designee
- Execute assignments as directed by the Incident Commander or ICS supervisor
- Obtain First Aid services for injured students from the school nurse or person trained in First Aid; arrange for First Aid for those unable to be moved

INSTRUCTIONAL ASSISTANTS

Responsibilities include assisting teachers as directed.

COUNSELORS, SOCIAL WORKERS, and PSYCHOLOGISTS

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols
- Direct students in their charge according to established incident management protocols.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster
- Execute assignments as directed by the Incident Commander or ICS supervisor

SCHOOL NURSES/HEALTH ASSISTANTS

Responsibilities include:

- Administer First Aid or emergency treatment as needed
- Supervise administration of First Aid by those trained to provide it
- Organize First Aid and medical supplies

FACILITIES PERSONNEL
    Responsibilities include:
- Survey and report building damage to the Incident Commander or Safety Officer
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use, and disbursement of supplies and equipment
- Keep Incident Commander or designee informed of condition of school

OFFICE MANAGER/OFFICE STAFF
    Responsibilities include:
- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Execute assignments as directed by the Incident Commander or ICS supervisor
- Provide assistance to the Executive Director and Policy/Coordination Group
- Monitor radio emergency broadcasts
- Assist with health incidents as needed, acting as messengers, etc.

FOOD SERVICE/CAFETERIA WORKERS
    Responsibilities include:
- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander or ICS supervisor

TRANSPORTATION/BUS DRIVERS
    Responsibilities include:
- Supervise the care of students if disaster occurs while students are in the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander or ICS supervisor
- Transport individuals in need of medical attention

OTHER STAFF (ITINERANT STAFF, SUBSTITUTE TEACHERS)
    Responsibilities include reporting to the Incident Commander for assignments as directed.

STUDENTS
    Responsibilities include:
- Cooperate during emergency drills and exercises, and during an emergency situation
- Learn to be responsible for themselves and others if the emergency situation warrants
- Understand the importance of not being a bystander by reporting situations of concern to appropriate staff
- Develop a general awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures

PARENTS/GUARDIANS

Responsibilities include:

- Understanding their roles during a school emergency
- Encourage and support school safety, violence prevention, and incident preparedness programs within the school
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information
- Practice incident management preparedness in the home to reinforce school training and ensure family safety

III. DIRECTION, CONTROL, and COORDINATION

A. INCIDENT COMMAND

INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organization expands from the top down as functional responsibilities are delegated.

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incident, the school ERP will be activated including the implementation of the Incident Command System (ICS). When needed, separate functional elements will be established and subdivided to enhance internal organizational management and external coordination.

The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources. The Executive/Senior Leadership (Executive Director, CEO, Legal Counsel, President, etc.) is responsible for the incident. Along with this responsibility, by virtue of the position, this individual has the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities.

Having responsibility does not mean that the Executive/Senior Leadership assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
- Oversees resource coordination and support to the on-scene command from an Operations Center.

INCIDENT MANAGEMENT

The school ICS may be organized into the following functional areas:

Provides strategic guidance and resource support.

Establishes incident objectives and directs all response actions.

Policy Group (Executive Director)		Incident Command

Operations Section	Planning Section	Logistics Section	Finance/Administration Section

ORGANIZATION EXPANSION

Expanding the Organization

Incident Command	Public Information Officer
	Safety Officer
	Liaison Officer

Command Staff:
The Command Staff provide information, safety, and liaison services for the entire organization.

Operations Section	Planning Section	Logistics Section	Finance/Admin Section

General Staff:
The General Staff are assigned functional authority for Operations, Planning, Logistics, and Finance/Administration.

The School/District Incident Commander will be integrated into the Incident Command structure or assume a role within a Unified Command structure.

If a school emergency is within the authority of the first-responder community, i.e. emergency requiring law enforcement or fire services, etc., command will transition, or form a Unified Command structure, upon the arrival of qualified first responders. A transfer of command briefing shall occur.

INCIDENT COMMAND POST

The Incident Command Post (ICP) is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. Every incident must have some form of an ICP.

The ICP will be positioned outside of the present and potential hazard zone and located within safe proximity to the emergency site. The ICP is generally responsible for incident response management as follows:

- Serves as a temporary field location for tactical-level on-scene incident command and management
- Is the on-site headquarters for the Incident Commander, Command Staff and General Staff; and
- Serves as a field collection point for tactical intelligence and analysis
- The Incident Command Post (ICP) conducts all operations using the Incident/Unified Command System (ICS)
- The Incident Command Post provides the initial securing of the perimeter of the area, coordinates the actions of the operating units, and remains operational during the field actions (rescue, response, recovery, etc.) as required.

INCIDENT COMMANDER

The Incident Commander (IC) is the primary person in charge at the incident and will establish incident objectives based on the following five primary objectives:

1. Life Safety
2. Protect Public Health
3. Incident Stabilization
4. Property and Environment Preservation
5. Reduce adverse psychological consequences and disruptions

Additionally, the IC will manage the incident scene, and he or she must keep the Executive/Senior Administration and the Policy Group informed and up to date on important matters pertaining to the incident.

School-related responsibilities and duties include:
- If necessary, the first administrative staff person on scene, will assume the role of Incident Commander until assigned personnel arrive.

- The Incident Commander is delegated the appropriate authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local resources
- Establish an Incident Command Post (ICP) and provide an assessment of the situation to the Executive/Senior Administration, which may also include the Policy Group or other officials, recommend incident response activities, identify incident management resources required, and direct the on-scene incident management activities from the ICP
- Establish and manage the Command Post, establish the incident organization, determine strategies to implement protocols, and adapt as needed
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders)
- Coordinate media relations and information dissemination with the Executive Director
- Serve as the primary on-scene contact for outside agencies assigned to the incident, establish unified command as necessary, develop working knowledge of local/regional agencies, and assist in accessing services when the need arises
- Document activities
- Assume overall direction of all incident management procedures based on actions and procedures outlined in this ERP
- Determine whether to implement incident management protocols (e.g., Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the Parent Reunification Plan in this document
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster
- Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- Keep the Executive/Senior Leadership and Policy Group informed of the situation

UNIFIED COMMAND

Unified Command applies ICS to incidents involving multiple jurisdictions or agencies. It enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

Additionally, the Incident Commanders within the Unified Command will make joint decisions and speak as one voice. Any differences are worked out within the Unified Command. Within Unified Command, law enforcement would not tell school personnel how to manage parent-student reunification, etc., or tell the firefighters how to do their job.

- The Incident Commander, through the Incident/Unified Command System, coordinates actions of responding community units to the scene
- Advise School Leadership and District of needs that may include personnel recall from other departments/schools, as required
- Isolate the incident site and maintain control of the inner and outer perimeters
- Establish tactical communications and designate a primary radio channel
- Facilitate tactical planning and contingency planning

- Brief first responder personnel
- Designate a staging area for supporting agencies
- Ensure documentation of decisions and activities
- Provide situational updates to the policy group
- Approve requests for additional resources or for the release of resources (demobilization)
- Approve additional alerts as needed
- Ensure staff prepares an incident After Action Report (AAR)
- Establish immediate priorities
- Coordinate any specific transportation issues (such as helicopter landing zones, EMS locations, morgue location, etc., as appropriate)
- Determines security boundaries
- Perform other duties as required by the situation

PUBLIC INFORMATION OFFICER

The Public Information Officer (PIO) is responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

- Check in with Incident Commander and receive a situation brief
- Assume the duties of the School Public Information Officer (PIO)
- If necessary, establish and supervise a Joint Information Center (JIC) with PIO's from the other responder agencies
- Coordinate press releases among response organizations
- Designate a media center and facilitate scheduled press briefings
- Ensure all press releases and public information are reviewed and approved by the Incident Commander, or designee
- Monitor news media outlets reports of the incident
- Prepare periodic briefings to Executive Policy Group on public information activities and submit draft press releases for review and approval

OPERATIONS SECTION

The Operations Section directs all tactical operations of an incident including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:
- Analyze school staffing to develop a Parent-Student Reunification Plan and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.

- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

PLANNING SECTION

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident, and to plan appropriate incident management activities.

Duties may include:
- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log
- Document all activities

LOGISTICS SECTION

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:
- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

FINANCE/ADMINISTRATION SECTION

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses and secure all records.

The Finance and Administration Section may not be established onsite at the incident. Rather, the school and school district management offices may assume responsibility for these functions.

An important component of the ERP is a set of interagency agreements with various city/county agencies to aid timely communication. These agreements help coordinate services between the agencies and Signature Preparatory. Various agencies and services include county governmental agencies such as mental health, law enforcement, county health department, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event occurring in the community.

SOURCE and USE of RESOURCES

Signature Preparatory will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members can be trained to assist if called upon and available after an incident occurs.

B. COMMUNICATION

Communication is a critical part of incident management. This section outlines the Signature Preparatory communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media. The communication plan is to contact parents through the Infinite Campus portal. If power and/or internet access becomes unavailable, the communication can still occur through the district, offsite.

C. NOTIFICATION and WARNING

Timely warnings of emergency conditions are essential to preserve the safety and security of the school community and critical to an effective response and recovery.

- Upon learning of an emergency and assessing need for local agency support such as law enforcement or fire services, the Office Manager will call 911.

- Notification to key Signature Preparatory administrators, departments and personnel for emergency response will follow procedures outlined in the ERP.
  - Notification of critical personnel will be in accordance with the following:
    - District and/or school personnel shall relay threat information, warnings, to ensure the school community is notified.
    - Staff shall respond according to their procedures for emergency operations, unless otherwise dictated by the event.

- Emergency notifications, warnings and alerts will typically be disseminated within the school or district using items such as, voice command, intercom system, email, or the school radio.

- Law enforcement agencies and other emergency services may be required to disseminate emergency warnings to the public who cannot be reached by school primary warning systems.

In any case, it is important for the communication hubs to be notified of the emergency to ensure all appropriate notifications are made. Any one or more communication strategies may become disabled.

- Telephones, cellular or landline, are the primary means of communications for contacting key emergency responders or departments.
- All school radios have a set of common channels for interoperability among departments.

D. EMERGENCY PUBLIC INFORMATION

In the event that a crisis occurs on school property, the Public Information Officer will be notified as soon as possible to report to the Incident Command location. In his/her role as chief spokesperson for the School, will ultimately be responsible for the communications efforts relative to the crisis.

E. NON-EMERGENCY EXTERNAL COMMUNICATIONS

During an incident the school expects to receive a high volume of calls seeking information as to the welfare of students, staff and faculty from concerned parents, relatives, spouses, friends and loved ones. The surge in volume of calls to the school main numbers may quickly exceed the system capabilities.

It is essential that call centers are activated and staffed as soon as possible to handle anticipated volume of non-emergency calls related to the incident.

Call centers may also be a resource in helping to control rumors.

IV. INFORMATION COLLECTION, ANALYSIS, and DISSEMINATION

Essential information necessary for emergency operations identified in this ERP are recorded on Attachment 1 and shared with all appropriate school and district departments, and with external partners including law enforcement, fire, and emergency management.

More in-depth information in this topic area is found in the following materials:
- *FEMA-428/BIPS-07/January 2012 Edition 2* - this primer focuses on a single facility type with a very specific occupancy and vulnerability
- *FEMA P-424, Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds (2010)* - addresses the protection of schools from school shooting or terrorist threats

BIPS 06 (Formerly FEMA 426), Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings - deals with all building types and occupancies, and terrorism.

V.   ADMINISTRATION, FINANCE, and LOGISTICS

Mutual Aid Agreements have been created for reciprocal aid and assistance in case of disasters.

For the purposes of potential insurance, local, state, or federal assistance, or reimbursement, the office manager will track all documentation of the incident response effort. Moreover, Financial Management may issue a project number for the incident response effort and may disseminate the project number for use by all school or district departments participating. This project number would be utilized in conjunction with the applicable accounting code to document all response and recovery costs associated with any emergency or disaster requiring a substantial response effort.

VI.   PLAN DEVELOPMENT and MAINTENANCE

A. PLAN DEVELOPMENT and MAINTENANCE

The ERP integrates with school and district policy and procedures and a number of stakeholder ERPs or guidelines. The school ERP utilizes existing program expertise and personnel to provide prevention, protection, mitigation, preparedness, response, and recovery efforts of post event consequences. The ERP is structured according to the *Comprehensive Preparedness Guide (CPG) 101, Nov 2010*, while also following the principles of the National Incident Management System (NIMS) and Incident Command System (ICS). Furthermore, the ERP utilizes the Homeland Security Exercise and Evaluation Program (HSEEP) to addresses response, training, exercises, equipment, evaluation, and corrective action practices.

The Assistant Director shall oversee or coordinate with applicable partners the following ERP actions:

- The ERP shall be reviewed annually and modified as necessary by the Assistant Director and Administration Team, including the Executive Director and Director.

- The school ERP shall be coordinated with the District and external agencies that may be affected by ERP implementation, in an effort to ensure consistency and compatible of their jurisdictional plans.

- Substantive changes between review periods, such as changes in roles or responsibilities, will prompt notification to listed stakeholders. Minor edits such as grammar or spelling changes will require no notification.

- If the organization and upkeep of the ERP includes process changes, such as an ERP review, or a promulgation document designed to capture signature acknowledgement from each partner agency named within the document, the Assistant Director will generate a draft document that will be sent to the relevant partners for review and recommendations.

- After a review period and consideration of stakeholder comments, the document will be finalized, and signatures obtained.

- Final results of the reviews and any changes to the ERP shall be presented to the Executive Director for final approval before being adopted.

- Each school unit or department identified as having a role in this ERP is responsible for communicating the content of the ERP to their staff and ensuring key staff has the opportunity to attend ERP training and exercise activities.

- Ensure ERP compliance with the applicable local, State, and federal procedures.

B. TESTING, TRAINING, and EXERCISE

The development of the ERP Training and Exercise Plan is a key component of the School ability to respond to an emergency situation. It is imperative that all school staff have a general understanding of what Signature Preparatory's role will be during an event and the expected response protocol, which is structured by NIMS while also following the HSEEP procedures. Therefore, training and exercise opportunities will provide the required background and understanding of staff and response volunteers.

- ERP training opportunities, as well as review of preparedness or response support materials, shall be incorporated into the annual Training and Exercise schedule and Workforce Development Plan.

- Each school unit or department identified as having a role in this ERP is responsible for communicating the content of the ERP to their staff and ensuring key staff has the opportunity to attend and participate in ERP training and exercise activities.

- Working with response agency partners, HSEEP compliant exercises should be held to train school and response personnel and evaluate the adequacy of the ERP. Following HSEEP procedures, an After Action Report (AAR) and the Improvement Plan (IP) for each exercise shall be developed and documented appropriately.

C. PLAN CONTACT INFORMATION

Name and Position	Phone Number	Alternate Phone Number
Danielle Strough, Assistant Director	702-327-1229	702-867-9711
E-mail: dstrough@signatureprep.org		

D. RECORD of CHANGE

Change Number	Date of Change	Description of Change	Change Made By

E. RECORD of DISTRIBUTION

Date	Version	Name and Title	Department/Agency

VII.

AUTHORITIES and REFERENCES

Authorities and References

Procedures within this document apply to Signature Preparatory. The organizational and operational concepts set forth in these procedures are promulgated under the following:

- **LOCAL**
  - ➢ N/A

- **STATE**
  - ➢ Nevada Revised Statutes
- **FEDERAL**
  - ➢ Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707

  - ➢ Emergency Management and Assistance, Code of Federal Regulations, Title 44.

  - ➢ Superfund Amendments and Reauthorization Act of 1986, PL 99-499 (Title III, "Emergency Planning and Community Right-to-Know Act of 1986").

  - ➢ Comprehensive Environment Response Compensation and Liability Act of 1980, PL 96510 (CERCLA or "Superfund").

  - ➢ County Health Department Security and Bioterrorism Preparedness and Response Act (42 CFR Part 73)

  - ➢ Homeland Security Act of 2002 (CIKR, Intro-2, CPG 101)

  - ➢ Homeland Security Presidential Directive (HSPD) 3, 5 and 8:
    - ○ National Response Framework
    - ○ National Incident Management Systems (NIMS)

  - ➢ Occupational Safety and Health Administration (OSHA) Rule 1910.120

VIII. DEFINITIONS

1. Common Terminology: Using common terminology helps to define organizational functions, incident facilities, resource descriptions, and position titles.

2. Demographic profile: Marketers typically combine several variables to define a demographic profile. A demographic profile (often shortened to "a demographic") provides enough information about the typical member of this group to create a mental picture of this hypothetical aggregate.

3. Disaster Recovery Center (DRC). The Disaster Recovery Center is established by FEMA in partnership with state and local emergency management offices. Representatives from federal, state, local, and volunteer agencies are there to explain the assistance available and to assist victims in procuring it.

4. <u>Emergency Alert System (EAS)</u>. A network of broadcast stations and interconnecting facilities which have been authorized by the Federal Communications Commission to operate in a controlled manner during a war, state of public peril or disaster, or other national emergency – as provided by the emergency broadcast system plan. Supersedes EBS (Emergency Broadcast System).

5. <u>Emergency Management (EM)</u>. A framework for organizing and managing emergency protection efforts. Prevention, protection, mitigation, preparedness, response, and recovery – in the all- hazards approach.

6. <u>Emergency Operations Center (EOC)</u>. Specially equipped facilities from which government officials exercise direction and control and coordinate necessary resources in an emergency.

7. <u>Emergency Public Information (EPI)</u>. Information that is disseminated to the public via the news media before, during, and/or after an emergency or disaster.

8. <u>Emergency Response Plan (ERP).</u> Contains policies and procedures to follow before, during and after an emergency. The ERP integrates emergency preparedness activities into one document. It is the focal point for School planning and preparedness procedures.

9. <u>Emergency Situation</u>. As used in this plan, this term is intended to describe a range of situations, from an incident to a major disaster. It includes the following:
    - Incident. An incident is a situation that is limited in scope and potential effects.
    - Emergency. An emergency is a situation that is larger in scope and more severe in terms of actual or potential effects than an incident.
    - Disaster. A disaster involves the occurrence or threat of significant casualties and/or widespread property damage that is beyond the capability of the local government to handle with available local resources.

10. Federal Emergency Management Agency (FEMA). The federal agency charged with development of an integrated emergency management system and with supporting emergency management and disaster assistance efforts at all levels of government. See: http://www.fema.gov.

11. Hazard: Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.
    - Human-Caused Hazard: A hazard that arises from deliberate, intentional human actions to threaten or harm the well-being of others. Examples include school violence, terrorist acts, or sabotage.
    - Natural Hazard: A hazard related to weather patterns and/or physical characteristics of an area. Often natural hazards occur repeatedly in the same geographical locations.
    - Technological Hazard: A hazard originating from technological or industrial accidents, infrastructure failures, or certain human activities. These hazards may cause loss of life or injury, property damage, social and economic disruption, or environmental degradation, and often come with little to no warning.

12. Hazardous Material (HAZMAT). A substance in a quantity or form posing an unreasonable risk to health, safety and/or property when manufactured, stored or transported. The substance, by its nature, containment and reactivity, has the capability for inflicting harm during an accidental occurrence. It may be toxic, corrosive, flammable, reactive, an irritant, a strong sensitizer and poses a threat to health and the environment when improperly managed. Included are toxic substances, certain infectious agents, radiological materials and other related materials such as oil or other petroleum products, and industrial solid waste substances.

13. Incident Commander (IC). The person responsible for the management of all incident operations. The IC is in charge of the incident site.

14. Incident Command Post. The location from which the Incident Commander oversees all incident operations. The ICP may be located outside, in a vehicle, trailer, or tent, or within a building. The ICP will be positioned at a safe distance from an accident site where the incident commander, responders and technical representatives can make response decisions, deploy man power and equipment, maintain liaison with the media and handle communications.

15. Incident Command System (ICS). The combination of facilities, equipment, personnel, procedures, and communications operating with a common organizational structure, with responsibility for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident and/or event.

16. Continuity of Operations Plan (COOP). This establishes guidance and procedures to ensure the resumption of essential functions in the event that an emergency or disruption incapacitates operations and/or requires the relocation of selected personnel and functions. (See Annex A COOP)

17. Local Emergency Planning Committee (LEPC). A group of representatives of government and private industry who coordinate response plans for emergency conditions.

18. <u>Lockdown</u>. A procedure of locking classroom doors, covering windows, moving all persons away from windows and doors during a situation involving dangerous intruders, or other incidents that may result in harm to persons inside the school building.

19. <u>Liaison Officer</u>. A member of the command staff responsible for interacting with representatives from cooperating and assisting agencies.

20. <u>Logistics Section</u>. The section responsible for providing facilities, services, and materials for the incident.

21. <u>Material Safety Data Sheet (MSDS)</u>. Document containing specific information on the safe handling of chemicals in the workplace.

22. <u>National Weather Service (NWS)</u>. To provide weather and flood warnings, public forecasts and advisories for all of the United States, its territories, adjacent waters and ocean areas, primarily for the protection of life and property. NWS data and products are provided to private meteorologists for the provision of all specialized services. See: http://www.nws.noaa.gov.

23. <u>National Incident Management System (NIMS)</u>. NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident. NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

24. <u>Public Information Officer (PIO)</u>. A member of the command staff responsible for interfacing with the media or other appropriate agencies requiring information directly from the incident.

25. <u>Radio Amateur Civil Emergency Service (RACES)</u>. A radio communication service conducted by volunteer licensed amateur radio operators, for providing emergency radio communications to local, regional, or state emergency management organizations. FCC 97.163(a).

26. <u>Resources List</u>. A current list of all resources (equipment, personnel, supplies), which can be used by emergency services in response to local disaster/emergencies.

27. <u>Safe Zone</u>. A geographical region beyond the warm zone where there is no suspected product contamination; often referred to as the cold zone or the outermost zone.

28. <u>Shelter-In-Place</u>. A procedure addressing the need to provide refuge for students, staff and visitors within the school building during an emergency.

29. <u>Staging Area (SA)</u>. A pre-selected location having large parking areas and cover for equipment, vehicle operators, and other personnel such as a major shopping area, schools, etc. The SA provides a base for coordinated emergency operations, assembly of persons to be moved by public transportation to reception jurisdictions, a rally point for mutual aid, or a debarking area for returning evacuees.

30. <u>Transfer of Command.</u> The process of moving the responsibility for incident command from one Incident Commander to another is called "transfer of command." It should be recognized that transition of command on an expanding incident is to be expected. It does not reflect on the competency of the current Incident Commander.

31. <u>Unified Command</u>. In ICS, Unified Command is a unified team effort that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability. The operations section chief is responsible for implementing the incident action plan.

32. <u>Unity of Command and Chain of Command.</u> Chain of command refers to the orderly line of authority within the ranks of the incident management organization. Unity of command means that every individual has a designated supervisor to whom he or she reports at the scene of the incident. These principles clarify reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident managers at all levels must be able to control the actions of all personnel under their supervision.

33. <u>Unified Command.</u> In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.

EMERGENCY RESPONSE PLAN TEMPLATE

ATTACHMENT - 1

INFORMATION COLLECTION, ANALYSIS, AND DISSEMINATION

1. **BACKGROUND INFORMATION**

2. **FIRE DRILL PROCEDURES**

3. **SHELTER-IN-PLACE PROCEDURES**

4. **LOCK DOWN DRILL PROCEDURES**

5. **EARTHQUAKE DRILL PROCEDURES**

6. **CAMPUS EVACUATION MAP**

7. **PARENT REUNIFICATION PLAN**

8. **PARENT REUNIFICATION MAPS**

1. BACKGROUND INFORMATION

The goal of the Information Collection, Analysis, and Dissemination section is to gather critical information to enhance life safety, in addition to the physical resistance of our school and district to man- made and natural hazards. Furthermore, we hope to achieve integrated infrastructure protection and disaster management, and at the same time meet the needs of the students, staff, administration, and public. Protecting a school building and grounds from physical attack is a significant challenge because the design, construction, renovation, operation, and maintenance of a facility must consider numerous building users, infrastructure systems, and building design codes and in collecting, analyzing and disseminating this information we hope to assist you in capturing critical information that will assist school or district staff, and first responders when responding to and recovering from an emergency or disaster occurring on school property.

Additionally, schools serve as resources for their communities. Many schools are used as shelters, command centers, or meeting places in times of crisis. Schools are also used widely for polling and voting functions. In some communities, schools are places of health care delivery. Consequently, ensuring the safety of students, faculty, and staff in our schools, as well as the safety of the school buildings themselves, is critically important. Schools may or may not be the targets but could be indirectly threatened by collateral damage from an event occurring at nearby facilities. Protecting a school against terrorist attack or active shooter is a challenging task. A school may have considerable vulnerabilities, because of its well-defined periods of use, designated access points, storage of sensitive personal information, minimal security forces, and numerous avenues of penetration and escape for attackers.

More in-depth information on this topic may found in the following materials:

- *FEMA-428/BIPS-07/January 2012 Edition 2, this primer focuses on a single facility type with a very specific occupancy and vulnerability.*

- *FEMA P-424, Design Guide for Improving School Safety in Earthquakes, Floods, and High Winds (2010). In dealing with the protection of schools from school shooting or terrorist threats*

- *BIPS 06 (Formerly FEMA 426), Reference Manual to Mitigate Potential Terrorist Attacks Against Buildings. BIPS 06 deals with all building types and occupancies.*

Evacuation Procedures

- Every classroom has a highlighted evacuation route on a map hung by the door by the light switch. This route should be reviewed regularly.
- When fire evacuation sound occurs, the classroom teacher will open their door and look for smoke and or flames as well as listen for sounds of imminent danger such as gunshots. If there is no visible evidence of fire, wait 3 minutes before evacuating the room. If fire is evident, exit the location immediately.
- If deemed safe to evacuate, gather emergency crisis backpack, turn out lights, lock the door and follow the route to the designated evacuation location.
  - Front office personnel will evacuate to the parking lot beyond the handicap parking spaces.
  - Students and teachers on the East side of Building I will follow the designated evacuation route to the staging area in the field.
  - Students and teachers on the West side of Building I will evacuate to the parking lot area designated with yellow curbing and room numbers.
  - Students and teachers in Building II will be evacuated to the parking lot utilizing the door closest to their location as specified on the Evacuation Map.
- If a fire evacuation occurs during lunch time, all students will be evacuated outside to the field.
- If a fire evacuation occurs during a passing period, all students will join the class evacuating nearest them and utilize the closest exit door.
- Teachers will ensure students exit in an organized and controlled line with adult following at the end of the line. Teachers will keep students calm and quiet at all times.
- Upon arrival at the designated evacuation spot, teachers will hold up a green card indicating that all students are present and accounted for, or a red card indicating help is needed locating a missing student. Office Manager will account for office personnel. A designated **emergency official** will come around and check for red or green cards.
- Everyone will stay in their designated safety zone until a return to the building announcement is made over the intercom or by an emergency official.
- The emergency officials are as follows: The outdoor field area will be covered by the Assistant Director and the ELL Strategist. The parking lot for Building I will be covered by the Learning Strategist and the Office Manager. The parking lot for Building II will be covered by the Director and Dean.
- Each emergency official will be responsible for making sure buildings are clear, including bathrooms, and evacuated to the designated safety meeting place for that specific building.
  - Office Manager will be responsible for calling 911.
  - West Side of Building I — Learning Strategist
  - East Side of Building I —ELL Strategist
  - North Side of Building I and cafeteria – Assistant Director.
  - Building II – Lead Teacher
  - Facilities Manager – ensures gates are open for emergency vehicles and work alarms.

- ○ Incident Commander is responsible for giving the "all clear" notification.

All emergency officials will have a radio and be responsible for calling the Incident Commander indicating the status of their assigned areas.

Shelter-In-Place Procedures

- When we enter a lockdown situation an announcement will be made twice over the intercom, "Shelter-In-Place. Shelter-In-Place. Shelter-In-Place." If it is a drill and not an actual situation, we will say "Shelter-In-Place **drill**. Shelter-In-Place **drill**. Shelter-In-Place **drill**."
- All teachers and supervisors will look outside their doors and bring any students that are within eyesight into their classrooms.
- All personnel immediately simulate application of duct tape to cover all gaps between the door frames and doors. Lock your door but DO NOT cover your windows. This should happen within seconds of hearing the announcement.
- Facilities Manager (Zack Hall) will control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Staff will conduct the **Crisis Accounting Google Form** located on a Google Shared Drive, that will synthesize all information to be accessible on and off site, so those away from the emergency can be in the know. Teachers will complete the form electronically indicating which students they are missing and which students they grabbed from the halls as they locked their doors. Use this email in drills also. Below is an example:

  - ○ Staff Name
  - ○ Missing: [student name – last known location]
  - ○ Extra: [names of any extra students not on your roster]
    - This information will record which students are not in the room and any extra students pulled into the room.
    - It will be assumed that all other students are present in the room with their teacher of record for that hour.
    - If all students are accounted for and you don't have any additional students, simply enter teacher name and submit the form.
    - Teachers on prep hour still need to respond.
  - ○ Student Staff Accounting information – number of students, adults
- Continue activities within the classroom as normal. Students must refrain from using their cell phones. Staff may only use it for accounting purposes.
- Everyone remains in their room until the "All Clear" announcement is given.
- If a Shelter-In-Place occurs during a lunch period, then students will remain in the cafeteria. In the cafeteria, teachers and supervisors will continue monitoring students in a calm manner. If students are outside, then they will be directed to go back into Building I or Building II with staff.

Earthquake Procedures

- During an actual Earthquake, an announcement will not be made, the ground shake without warning. All staff and students will need to drop to the ground under a desk or table, ducking with their hands over their head. Staff will facilitate the announcement to the students during an actual emergency.
- An evacuation will occur at the conclusion of the Earthquake. Staff will visually assess the building for apparent dangers before exiting. Evacuate the building calmly and quietly to your evacuation site.
- Staff and students who are outside during an Earthquake or Earthquake Drill should sit on the ground away from any structures. Upon conclusion, walk to your evacuation location.
- When there is an Earthquake Drill, an announcement will be made twice over the intercom, "This is an Earthquake **drill**. Duck and cover. This is an Earthquake **drill**. Duck and Cover."
- After completion of the Earthquake Drill, an evacuation will occur. An announcement will be made "Evacuate the building. Proceed to your evacuation site."
- Once you arrive at your designated evacuation spot, teachers will hold up a green card stating all students are present and accounted for, or a red card indicating help is needed locating a missing student. Office Managers and other supervisors will do the same for their departments. A designated **emergency official** will come around and check for red or green cards.

Lock Down Procedures

- When we enter a lockdown situation an announcement will be made twice over the intercom, "Lock down. Lock down. Everyone immediately find a secure location." If it is a drill and not an actual situation, we will say "Lock down **drill**. Lock down **drill**. Everyone immediately find a secure location."
- All teachers and supervisors will look outside their doors and bring any students that are within eyesight into their classrooms.
- Immediately lock your door and cover your windows. This should happen within seconds of hearing the announcement. Red or Green is not used as we do not want to signal that anyone is inside the rooms.
- Move all individuals away from doors and windows. (Building II rooms with floor length windows will move all occupants to the room across the hallway.)
- Stay calm and invite everyone to remain quiet and to refrain from using their cell phones, except for the adult in charge.
- Everyone remains in this position until their door is unlocked and personally given directions to do otherwise by law enforcement accompanied by a school administrator. Do Not Leave unless DIRECTED BY LAW ENFORCEMENT **AND** ADMINISTRATION, who will unlock your door and tell you personally. During a drill, an administrator will represent law enforcement.
    - Do not open your door for **ANY** reason.
    - Disregard **ALL** communication over the intercom and disregard all fire alarms during lock down.

- If a lock down occurs during a lunch period, then students will remain in the cafeteria. In the cafeteria teachers and supervisors will put students in an area away from windows and doors. If students are outside then they will be directed to go back into Building I or Building II. They will then follow the same lock down rules as they would in a classroom.

- Staff will conduct the **Crisis Accounting Google Form** located on a Google Shared Drive, that will synthesize all information to be accessible on and off site, so those away from the emergency can be in the know. Teachers will complete the form electronically indicating which students they are missing and which students they grabbed from the halls as they locked their doors. Use this email in drills also. Below is an example:

  - Staff Name
  - Missing: [student name – last known location]
  - Extra: [names of any extra students not on your roster]
    - This information will record which students are not in the room and any extra students pulled into the room.
    - It will be assumed that all other students are present in the room with their teacher of record for that hour.
    - If all students are accounted for and you don't have any additional students, simply enter teacher name and submit the form.
    - Teachers on prep hour still need to respond.
  - Student Staff Accounting information – number of students, adults

In some cases, a **Run-Hide-Flight** option should be implemented. Run is not the first option. Response is determined by your location and your proximity to the threat.

RUN: Initiate a running evacuation when:
- You have direct contact with the attacker, and/or
- You cannot lock the attacker out of your location, and/or
- You have a clear path of escape.

HIDE: Barricade or secure your area to delay the attacker if:
- You have indirect contact with the attacker; and
- You can secure the area to prevent the attacker from entering.

FIGHT: As a last resort, when lives are in immediate danger, FIGHT if:
- You have direct contact; and
- You CANNOT RUN; and
- You have fear for loss of life or serious injury

--Brad Spicer, *Campus Safety*, November/December 2015, p.37

Emergency Contacts:

Henderson Fire Chief
Office Phone: 702.267.2222
Fax Number: 702.267.2223
Shawn.white@cityofhenderson.com

Henderson Police Department
Dayshift North Area Command
Homeland Security / Assistant Special Events Coordinator
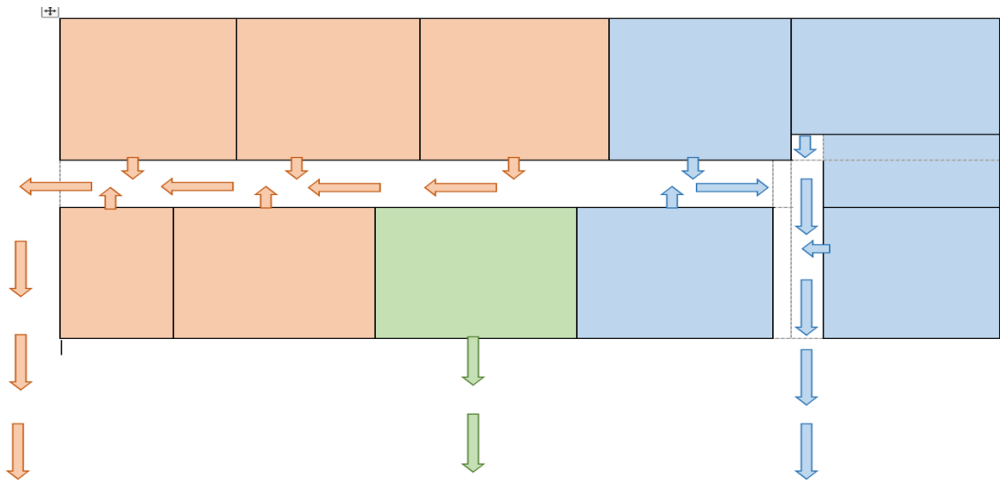Sean.simoneau@cityofhenderson.com
Office Phone: 702.267.4774
Fax Number: 702.267.5002

Building I Evacuation Map

Building II Evacuation Map

Parent Reunification Plan

The primary goal is to keep students in classrooms and reunite from the classroom. If that is not possible, students would first be evacuated to the main field. If that is not possible, students would be evacuated to the Valley View Recreation Center. If students need to be evacuated off site, they will be evacuated by bus or by foot to St Peter the Apostle Catholic Church. An additional off campus evacuation site is Valley View Recreation Center.

Checklist:
1. Provide table, chairs, pop-up shade and water bottles to request gate and release gate.
2. If going to the gym, provide water bottles in gym
3. Set up room for grief counseling
4. Communication: 2-way radios for administration and others, megaphone at both release gate and request gate, connect microphone to sound system in gym.
5. If power is available, project a google doc up on the wall so kids can see their printed name.
6. Have staff at all exit doors of gym

Additional Guidelines:
- As students' names are called have them come to center court where they will be escorted from the gym to their parents waiting in the vehicle. Escort in groups of ten.
- Print out a master list monthly to keep a fresh list of parents/guardians for authorized reunification.
- For off-site evacuations, there is a chance that students will be separated from their teacher during the transition. Students are to be instructed to reunite with their teacher at the off-site location.
- The school nurse should have prepared a list of students with medical needs.

Parents will enter the campus through the west entrance off of Boulder Hwy. The East entrance will be reserved for police, fire and other emergency vehicles. All lanes will be used for cars.

If students have been evacuated to the campus field, they will exit through the field gate, to be reunited with their parents. Parents will exit the campus through the South Exit onto Basic Rd.

If students have been evacuated to the Valley View Recreation Center, parents will enter the property from Harris Rd, located directly east of the school.

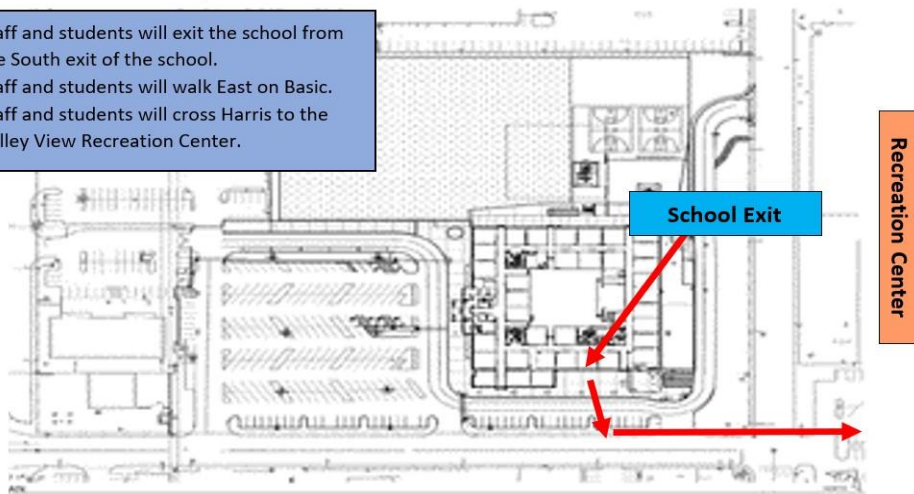| Reuinifcation Responsibilities		
Position	Primary	Secondary
Incident Commander	Assistant Director	Dean
Safety Officer	Dean	Learning Strategist
Liaison Officer	Principal	Assistant Principal
Information Officer	Executive Director	Principal
Operations Section Chief	Facilities Manager	Facilities Assistant Manager
Student Release Team Leader	Specialist Team Leader	Specialist Assistant Team Leader
Student Care Team Leader	Administrative Assistant	Office Manager
Medical Team Leader	School Nurse	School Health Assistant

On Site Plan - Primary

- Guardians arrive at the Request Gate and complete the Request Forms
- A runner takes the paperwork and locates the student in the Gym, accompanying them to the Release Gate
- At the Release Gate, a staff member matches the student with the guardian.

Release Gate

Student Assembly

Request Gate
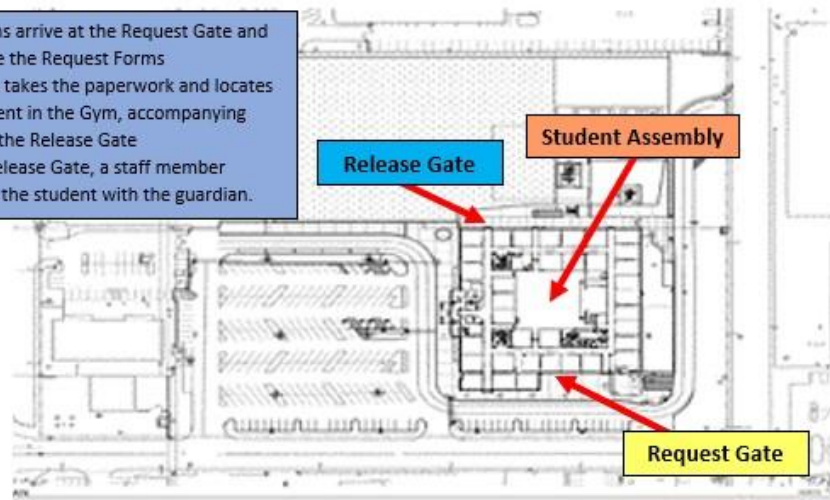
Off Site Plan – Primary

- Staff and students will exit the school from the South exit of the school.
- Staff and students will walk East on Basic.
- Staff and students will cross Harris to the Valley View Recreation Center.

School Exit

Recreation Center

Off Site Plan – Secondary

- Buses shuttle to St. Peter The Apostle Catholic Church.
- Students will sign in to get on the bus for accountability.
- Students will gather in the church.
- Student Request gate will be on the South side of the church.
- Student Release Gate will be on the North side of the church.

Bus Entrance

Bus Loading

Off Site Plan – Secondary

- Buses shuttle to St. Peter The Apostle Catholic Church.
- Students will sign in to get on the bus for accountability.
- Students will gather in the church.
- Student Request gate will be on the South side of the church.
- Student Release Gate will be on the North side of the church.

Bus Loading

Bus Entrance
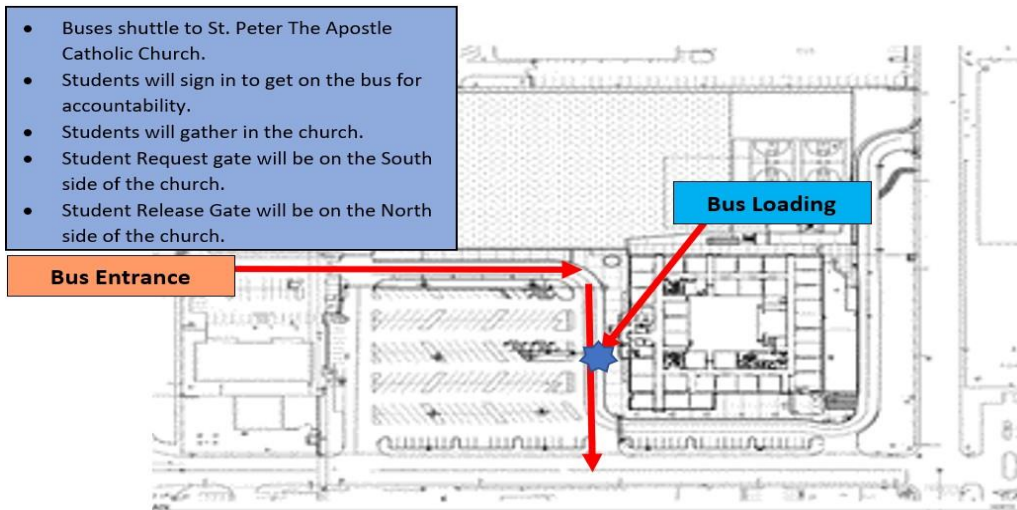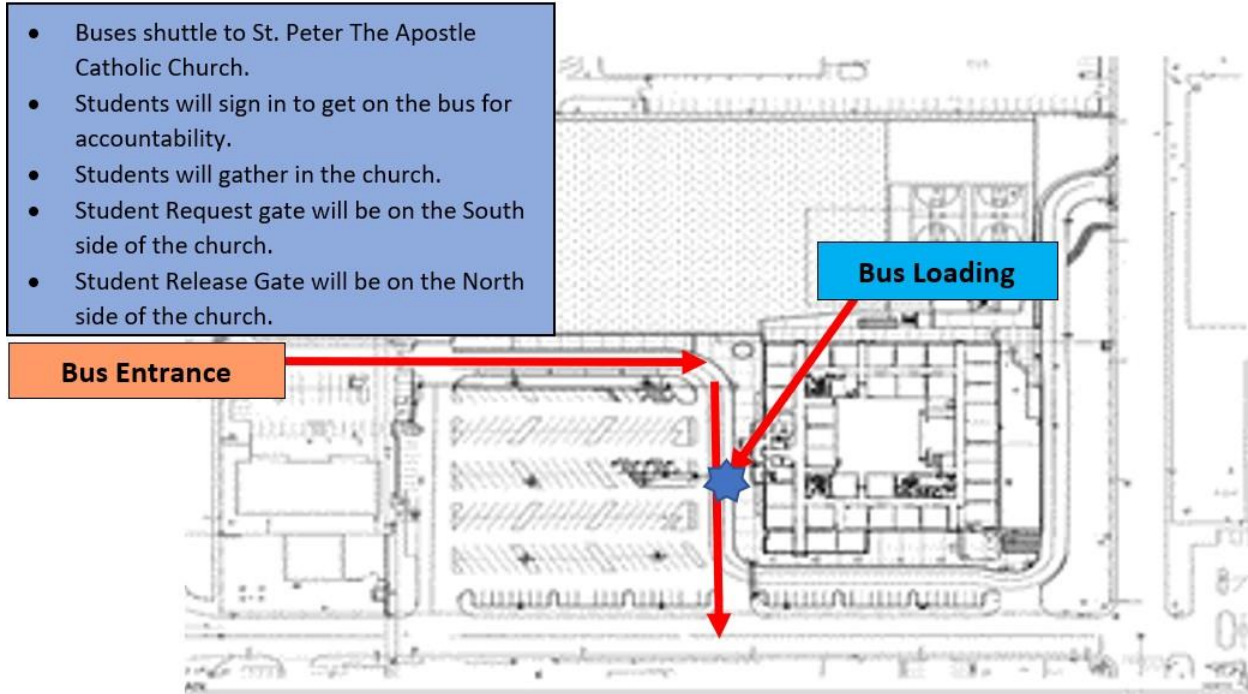
The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

No governing body member, officer, employee or agent of this charter school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer or employee of the charter school is prohibited.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.