

Nevada Classical Academy Elko Charter Application

2024



Nevada State Public Charter School Authority

State Public Chart Rev. 12/8/2023 Call for Quality Ch Page 1 of 142

plication Template

APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA's board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
	Notice of Intent ¹	
January 30, 2024		Applicant
April 30, 2024	Application Deadline ²	Applicant
May 1-15, 2024	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2024	Response to Completeness Findings	Applicant
(Applicants are provided with		
approximately 48 hours to respond)		
May 15-June 21, 2024	Application Evaluation	SPCSA Staff & Review Panel
June 24-July 5, 2024	Send Clarifying Questions	SPCSA Staff
June 24-July 12, 2024	Response to Clarifying Questions	Applicant
(Applicants are provided with four		
business days to respond)		
July 1-July 19, 2024	Capacity Interview	Applicant, SPCSA Staff, & Review
(Date and time for each Applicant will		Panel
be scheduled based on availability of		
Applicant and Review Panel)		
August 16, 2024	Recommendation Published	SPCSA Staff
August 23, 2024	Consideration of Approval/Denial	SPCSA Board
August 26-August 30, 2024	Notice of Denial, if applicable	SPCSA Staff
September 3-20, 2024	Meet and Confer on Deficiencies of	Denied Applicants who wish to
	Denied Application	resubmit, SPCSA Staff
September 30-October 4, 2024	Resubmission Deadline	Denied Applicants
(30 days from receipt of Notice of		
Denial ³)		
November 8 or December 6, 2024	Resubmission Recommendation	SPCSA Staff
(Applicants will be provided with a	Published	
specific date during the resubmission		
process)		
November 15 or December 13, 2024	Consideration of Approval/Denial of	SPCSA Board
(Applicants will be provided with a	Resubmitted Applications	
specific date during the resubmission		
process)		
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¹ <u>NAC 388A.260</u> as amended by <u>Regulation R043-21</u>

² NAC 388A.260 as amended by Regulation R043-21

³ NRS 388A.255(2)

1 APPLICATION COVER SHEET

1.1 GENERAL INFORMATION

Name of Proposed School:	Nevada Classical Academy Elko				
Proposed Opening Year:	2025				
Grades Served in Year 1:	К-3	Grades Served at Capacity:	K-8		

Identify the **primary point of contact** for your application. This should be either the primary contact for the Committee to Form OR the primary contact for the non-profit CMO applying directly for sponsorship.

Barring a change in the makeup of the founding group, this will likely be the liaison identified in the Notice of Intent. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact is expected to ensure that the founding group receives all general communications promptly. As with all aspects of your application, the names of the Primary Contact will become public information.

Primary Contact Na	ame:	Lisa Becker				
Street Address:						
City:	Elko		State:	NV	Zip:	89801
Phone Number:			Email:			

1.2 APPLICANT TEAM INFORMATION

In accordance with <u>NRS 388A.249</u>, a Committee to Form or a Charter Management Organization may submit an application to the State Public Charter School Authority. For Committee to Form applicants please refer to the membership requirements contained in the table on the next page and 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. A Committee to Form must comply with the membership requirements in <u>NRS 388A.240</u>.

Is the applicant a Committee to Form or a Charter Management Organization (CMO)?

XX Committee to Form

Charter Management Organization (CMO)

For CMO Applicants, what is the name of the CMO and any affiliated Nevada nonprofit?

For CMO Applicants, if approved, what entity will hold the charter?

<u>Committee to Form Applicants</u>: Please list the name, residence, and role of all persons on the Committee to Form in the table below. Each member should be listed in the space that aligns to their membership category pursuant to<u>NRS</u> <u>388A.240</u>. You may add rows to this table if needed. *Note that the Committee to Form may be different than the proposed Governing Board.*

NRS 388A.240 Membership Category	Full Name	State and County of Residence (list permanent residence)	Role with Proposed School
1(a): a teacher or other person licensed pursuant to chapter 391 of NRS	Julie Woodbury Nevada License Number, if applicable: 212574	Nevada, Elko	Governing Board
1(b): a teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator	Amy Nelson Nevada License Number, if applicable: 42063	Nevada, Lander	N/A
1(c): a parent or legal guardian who is not a teacher or employee of the proposed school	Lisa Becker	Nevada, Elko	Governing Board
 1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. 	Joe de Braga	Nevada, Elko	Governing Board
 1(d): a person with knowledge and expertise in: (1) Accounting; (2) Financial services; (3) Law; or (4) Human resources. 	Henry (Hank) Thurston	Nevada, Elko	Governing Board
2: Other (optional) 2: Other (optional)	Kim Paris	Nevada, Elko	Governing Board

For Committee to Form applicants, if there are any proposed board members who are not on the Committee to Form, please provide their information in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)
Dorothy Steninger	Nevada, Elko

<u>CMO Applicants</u>: Please list members of the Applicant Team including the full governing board of the CMO, key CMO employees, proposed school employees, etc. You may add rows to this table if needed.

Full Name	Role with Proposed School	Current Employer

For CMO Applicants, if you indicated on page 3 that the current CMO Board will not hold the charter, and instead another entity will hold the charter, please list all proposed board members of the entity that is proposed to hold the charter in the table below. You may add rows to this table if needed.

Full Name	State and County of Residence (list permanent residence)

For all applicants, as Attachment 1 provide a completed and signed Information Sheet and Resume for each individual who is:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed above,
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school who is not captured in A-C above.

1.3 PENDING APPLICATIONS AND SCHOOLS

Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management Organization have charter school applications under consideration by any other authorizer(s) in the United States?

□ Yes XX No

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
Does the Committee to Form, proposed Charter Management Organization, or proposed Educational Management				

Organization have new schools scheduled to open elsewhere in the United States in the current or coming school years?

□ Yes XX No

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

Proposed School Name	City	State	Opening Date

1.4 PLANNED ENROLLMENT

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
К	44	44	44	44	44	44
1	22	44	44	44	44	44
2	22	22	44	44	44	44
3	25	25	25	50	50	50
4		25	25	25	50	50
5			25	25	25	50
6				25	25	25
7					25	25
8						25
9						
10						
11						
12						
Total	113	160	207	257	307	357

1.5 PROPOSED LOCATION

Has a facility been identified for the proposed school?

XX Yes 🗆 No

If a facility has been identified, provide the address and information regarding the facility below.

Facility Address:	1031 Railroad Street	Elko, NV	
County:	Elko	Zip Code(s) to be Served by School:	89801, 89815

If a facility has not yet been identified, provide information below about where the charter school seeks to locate including the geographic area, neighborhood, and/or zip codes, as applicable.

Describe Intended Facility Location:		
County:	Zip Code(s) to be Served by School:	

1.6 CHARTER MANAGEMENT ORGANIZATIONS (CMOS) AND EDUCATIONAL MANAGEMENT ORGANIZATIONS (EMOS)

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

Does the proposed school intend to contract or partner with an Educational Management Organization (EMO) or Charter Management Organization (CMO) to provide school management services?

□ Yes XX No

If yes, identify the name of the EMO or CMO and specify which designation:

1.7 APPLICATION PREPARATION⁴

Was the application prepared by a person(s) that is not a member of the Committee to Form or employee of the CMO applying directly for sponsorship? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

□ Yes XX No

Did a person(s) that is not a member of the Committee to Form or CMO applying directly for sponsorship assist in preparing the application? *This includes a person(s) that is employed by an EMO or CMO, if the CMO is not applying directly for sponsorship.*

XX Yes 🗆 No

If you answered yes to either of the previous two questions, complete the table below.

The name(s) of the person(s) that prepared or assisted in preparing the application	Ron Fick
The name and contact information of the employer of any person(s) that prepared or assisted in preparing the application	Founders Classical Academy of Las Vegas 5730 W Alexander Road Las Vegas, NV 89130 702.998.8368
The name and address of any public or private school with which the above- referenced person(s) has been or is currently affiliated, and the dates on which the person(s) was affiliated with the school(s)	Founders Classical Academy of Las Vegas 5730 W Alexander Road Las Vegas, NV 89130 2017-Present
Provide a resume for the person(s) that prepared or assisted in the preparation of the application as Attachment 2	Attached

⁴ NAC 388A.160(8)

1.8 APPLICANT CERTIFICATION

Applicant Responsibilities

- Public Posting of Applications: The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- Material Changes to Information Contained in the Application After Submission: If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc. It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Katie Broughton (kbroughton@spcsa.nv.gov) with any information or questions.*
- Original Proposals from Applicants: During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application will be returned to the application for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Lisa Becker	April 29, 2024
	Date
Signature	

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2 MEETING THE NEED

2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

1) Provide the mission and vision for the proposed school.

Mission

To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.

Vision

Nevada Classical Academy Elko will develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school that provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.

2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:

a) The students and community to be served.

The vision of NCAE is to develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives. NCAE is proposing an open-enrollment, tuition-free, state public charter school that provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability. The foundation of the classical curriculum includes a well-rounded and rigorous study of literature, mathematics, history, and the sciences, focusing on the successful development of literacy and numeracy and a solid foundation in the core subjects. Students cultivate a lifelong love of learning and are given the support, accommodations, and interventions necessary for academic success and character growth. NCAE is working to make this academic model accessible to all who desire it.

NCAE will serve students primarily from Elko and Spring Creek in Elko County. Elko is a city in rural northeastern Nevada with approximately 20,000 people. It is the county seat of Elko County and serves as the economic and cultural hub of the region. Due to unique factors of rural living (such as the distance people choose to drive to work and shop, attain medical care, or attend community events), NCAE anticipates serving many students from outlying communities, especially from the neighboring unincorporated community of Spring Creek. The intended student populations will be (1) families of children attending 1- or 2-star schools in Elko and Spring Creek, (2) families of children eligible for the English Language Learner Program, and (3) families of children whose needs aren't being met by existing school options, specifically within the Elko and Spring Creek communities. More detail is provided in section 2.2.

NCAE will open as a K-3 school and grow by adding one grade per year through this application cycle until we reach Grade 8. NCAE will be located in the service area of 1-star and 2-star schools and will work to meet the needs of a generally underperforming school district. The academic outcomes within the ECSD are provided in section 2.2. The existing school options aren't meeting needs. The demographic and academic needs of students within NCAE will

welcome and accept all students. Specifically, NCAE will intentionally and purposefully target students attending 1- or 2star schools and EL students for enrollment. These student populations are described in more detail in section 2.3.

b) The key components of your educational model,

NCAE proposes a new charter school in Elko utilizing a classical education model, program guide provided by Hillsdale K-12 Education Office, and supplementary curriculum materials to implement the Nevada Academic Content Standards (NVACS) with fidelity. Through classical education, students develop habits of mind to strive for academic excellence, self-discipline, accountability, moral/character, and civic development. This environment nourishes a love of learning and progress toward mastery among students in the classroom and across the lifespan. Classically educated students will value learning for its own sake and employ their skills in academic, career, and civic pursuits. As today's students face monumental challenges across all levels of society, the formation of the mind through a classical education will prepare students to address these challenges throughout their lifetimes with courage, courtesy, honesty, perseverance, self-government, and service. Key components include

- 1) An emphasis on English Language Arts upon which all other learning occurs, with a foundational focus on literacy and numeracy.
- 2) An integration structure across core disciplines to understand the interdependent dynamics of math, science, literature, and history, especially in advancing Western traditions and principles.
- 3) A spiraling structure within core disciplines that facilitates a greater examination of material as students advance in grade level.
- 4) The Socratic method builds critical thinking and reasoning skills about the content being taught.
- 5) The moral/character development to prepare students for leadership roles within their school and community.
- 6) The Trivium framework of grammar, logic, and rhetoric stages to organize the study of language and develop critical thinking skills.

Teachers use these key curriculum components to cultivate students' love for and mastery of learning, as demonstrated by their academic achievement. Each of these key components is explained in more detail in Section 3.

c) The outcomes and goals you expect to achieve for students and the school overall,

Goals:

- 1) Attain a 4-star school rating by the 2027-2028 school year
- 2) Increase academic proficiency rates of students across all demographics by 5% each school year
- 3) Reduce disciplinary incidents by 5% each school year
- 4) Reduce the chronic absenteeism rate by 3% per year compared to the current rate at our target schools
- 5) Achieve parent inclusion targets of 100% participation in parent/teacher conferences and 50% parent involvement through volunteering or other activities

Across the U.S., classical education is delivered through public charter schools, private schools, and home schools. Dan Scoggin of Great Hearts Academy provides recent data about classical education in the U.S., "Today, more than a million students in the United States, ages five to 18, are receiving a classical education in public or private schools, or at home."⁵ Great Hearts Academy operates 47 tuition-free K-12 charter schools throughout the U.S.⁶ The Arcadia Education report estimates a 5% annual growth rate of classical education schools in the U.S.⁷ In the past two decades,

⁵ https://www.thefp.com/p/inside-the-new-wave-of-classical-education

⁶ https://www.greatheartsamerica.org/great-hearts-life/great-hearts-philosophy/

⁷ https://arcadiaed.com/wp-content/uploads/2024/02/Classical-Market-Analysis_02-26-2024.pdf#p=6

the most significant growth of classical education schools is among preschool through 12 grades, not in higher education.⁸ <u>McCoy (2021)</u>⁹ states, "classical education is not limited to private, religious, and home schools." Several public charter schools have adopted aspects of classical learning.

The rigorous, content-rich curriculum within the classical education model provides strong academic outcomes for students across different racial, ethnic, and economic categories. NCAE expects similar outcomes among its students. Many classical education school models across the country are designed to give students from disadvantaged groups a more robust educational foundation and preparation for career or college pursuits. Some examples of such classical education school models are described below.

McCoy (2021) provides data on the high academic achievement of students in three classical education schools across the country with a "majority-minority" population, thereby emphasizing the universality of a classical education model. At Nashville Classical, the School Leader believes "excellence doesn't have a color." The schools are 62% Black and 8% Hispanic. In addition to providing a classical education, staff surround students with a structured learning environment, a strong sense of community, and high expectations to attain excellence in their work. As a result, "Nashville Classical more than doubles its students' proficiency rates in math (64.5% vs. 29.9%) and nearly doubles their proficiency rates in ELA (49.2% vs. 25.9%)" compared to neighboring public schools. These increases are maintained across ethnicities and income levels of students. McCoy further builds the case for using classical education to increase academic achievement among diverse student populations by providing similarly higher proficiency scores in math and ELA at the South Bronx Classical Schools and the Washington Latin Public Charter School than their neighboring public schools. In general, these increases in proficiency rates are maintained across ethnicities and income levels of students. The graduation rate at Washington Latin Public Charter School is 90% compared to 69% at neighboring public schools.

Additional research studies show similar results in reducing or eliminating the achievement gap within ELA and math scores across diverse student populations. For example, <u>Grissmer, et al., (2023)</u>¹⁰ evaluated the use of the K-8 Core Knowledge¹¹ sequence developed by E.D. Hirsch within 14 Colorado public charter schools and showed a reduction in the achievement gap among diverse student populations. NCAE will utilize its curriculum's K-8 Core Knowledge sequence to attain similar results. <u>Huang and White (2023)¹²</u> researched the academic performance of students attending specialized charter school models (such as Art, STEM, Montessori, Classical, etc.) and showed the highest relative performance of students in ELA and math occurred among students attending Classical school models compared to other school models. "Nearly 70% of classical schools out-performed their districts and states in ELA. In math, more than 60% out-performed their districts and states (p. 392)." The authors emphasized, "Classical charter schools demonstrate impressive gains with CWD (children with disabilities) and ECD (economically disadvantaged) students in RLA (Reading Language Arts) (0.36 and 0.45 stdv). In math, these populations performed 0.21 stdv higher in classical schools (p. 393)."

The classical education model was once the prevailing learning method in the Western world. Many of our Founding Fathers were educated using the classical method, including Thomas Jefferson, John Adams, and James Madison. These men were academically brilliant, but their moral character was still more impressive. Their mathematics and history lessons taught them virtues such as courage, perseverance, and self-control. This education model provides students with high academic achievement and enduring habits of self-government. It prepares them to make a great life, not just

⁸ <u>https://arcadiaed.com/2024/02/market-analysis-of-u-s-classical-education-in-grades-pk-12/</u>

⁹ <u>https://manhattan.institute/article/classical-education-an-attractive-school-choice-for-parents</u>

¹⁰ <u>https://edworkingpapers.com/sites/default/files/ai23-755.pdf</u>

¹¹ <u>https://www.coreknowledge.org/core-knowledge-schools/</u>

¹² https://www.tandfonline.com/doi/epdf/10.1080/15582159.2023.2233321?needAccess=true

a good life. <u>Hrdlicka (2022)</u>¹³ summarizes well the "fruitful ends of the liberal arts are ...to equip one to think, to empathize with others, and to be able to articulate original ideas in writing creatively. In short, this kind of study provides one with the ability to both think and do. Earning the freedom (and habit) to be able to see an idea from multiple perspectives, as well as the freedom to be able to evaluate those perspectives to find the most reasonable one, and then having the ability to articulate one's views with clarity and intellectual force, this is precisely what education should lead us all to do."

d) Key supporters, partners, or resources that will contribute to your school's success.

<u>SPCSA</u>

As a Nevada public charter school, the support and oversight from SPCSA will be invaluable to NCAE's success. NCAE will work to build a strong relationship with SPCSA and utilize all available resources to improve our school operations and program.

Charter School Association of Nevada (CSAN)

NCAE will work with CSAN and other charter member schools to ensure successful startup and thriving school culture and programming.

Hillsdale K-12 Education Office

In 2023, NCAE was one of eight applicants across the United States accepted by Hillsdale as a new Candidate Member School. On October 25, 2023, NCAE executed a Letter of Intent with the Hillsdale K-12 Education Office (Hillsdale) to become a Hillsdale-supported Founding Effort and receive startup guidance to establish a new classical education public charter school. In 2010, Hillsdale launched an effort to revitalize public K-12 education by providing support services to community boards to develop and maintain classical public charter schools. The support services offered by Hillsdale to candidate member schools occur without cost to the candidate member schools. Examples of specific support services to NCAE by Hillsdale include (1) consultation with Hillsdale staff, (2) access to licensed materials, including a full curriculum license, and (3) extensive training opportunities for the school leadership, staff, and governing board. To maintain status as a Candidate Member school, NCAE has specific responsibilities to Hillsdale, including achieving startup milestones on time, attending board member training, and having the School Leader attend Hillsdale's School Leader Support Program.

Founders Classical Academy Las Vegas (FCALV)

The Nevada public charter school, FCALV, is an existing Hillsdale Member School in Las Vegas. FCALV works regularly with NCAE to provide academic, financial, and organizational support services. FCALV has a Memorandum of Understanding with NCAE that will manifest future contracting of services that will begin limited in Year 0 and then significantly expand in Year 1 and beyond (see Attachment 27). The goal is to work cooperatively with NCAE to ensure the highest probability of success.

Elko Institute for Academic Achievement (EIAA)

EIAA is a successful charter school in Elko and the only 5-star school in Elko County. NCAE will continue working collaboratively with EIAA to learn best practices, encourage continuous improvement, and foster the local charter community.

¹³ <u>https://scholarsarchive.byu.edu/cgi/viewcontent.cgi?article=1763&context=rmmra</u>

Opportunity 180

NCAE will work directly with Opportunity 180 to apply for the Charter School Program (CSP) Grant during this admission cycle. In addition, the school will work with them to learn from and share charter school opportunities and best practices.

3) Identify the statutory purpose(s).¹⁴ that the school will fulfill and explain the alignment to the school's mission and vision. (*The six statutory purposes are: a*) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)

Statutory Purposes:

a) Improving the academic achievement of pupils

Using the Nevada Academic Content Standards, NCAE will implement a classical educational model, measure how the students are performing on the specific standards, and then identify program improvements and develop interventions to help students be proficient on all NVACS. A traditional classical education benefits all students, regardless of academic, social, or economic backgrounds, and encourages pursuing and refining academic excellence, virtuous living, and civic responsibility into adulthood. Equipped with the tools to learn well, students will flourish in their vocational, personal, and civic pursuits. As today's students face monumental challenges across all levels of society, the formation of the mind through a classical education will prepare students to address these challenges across their lifetimes with courage, courtesy, honesty, perseverance, self-government, and service. As described in Section 3.1, quantitative data demonstrates the academic success of students engaged in learning through a classical education model. Increased proficiency rates show this academic success compared to their non-classically educated peers in similar public schools, held across students of different ethnicities and income levels.

b) encouraging the use of effective and innovative methods of teaching

A classical education in the liberal arts and sciences is a framework of effective and innovative teaching methods to increase access to a high-quality education and improve academic achievement for students. Classical education has its roots in ancient Greek and Roman cultures and was the prominent form of education through the 19th century. It is experiencing a resurgence in communities across the country and is the preferred choice by many homeschool communities, micro-school pods, private schools, and public charter schools. It is similar to modern public schools' focus on teaching English and language arts, math, science, history, art, and foreign languages. However, classical education differs in how it teaches these subjects to students and for what purpose. The purpose of a classical education is to develop wisdom and virtue within students so that they become not only lifelong learners capable of mastering subjects with the tools for learning they have acquired but also active citizens engaged in building, sustaining, and transforming the social fabric of their communities now and into the future. In classical education, teachers used effective and innovative teaching methods such as emphasizing English Language Arts, integration structure across core subjects, a spiraling structure within subjects, the Socratic method, and character development. These teaching methods are described in detail in Section 3.

¹⁴ NRS 388A.246(2)

f) Creating new professional opportunities for teachers

Professional development is foundational to NCAE's success, and this deep commitment to growing and educating NCAE teachers makes us stand out from other schools. NCAE will prioritize professional development opportunities for teachers that will attract teachers who believe in NCAE's mission and vision. The classical education model provides new teaching opportunities and a career path outside the traditional public school system and will give dignity and responsibility back to teachers. Our proposed schedule offers 19 days for staff development and Professional Learning Communities (PLCs) during the school year through a schedule that allows for half-day professional development days periodically during the month and nine days of training before the first school year. Through our partnerships, teachers will have ongoing access to in-person and online Hillsdale training and resources and additional training opportunities offered at Founders Classical Academy Las Vegas (FCALV).

2.2 TARGETED PLAN

1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.

Elko is a city in rural northeastern Nevada with approximately 20,000 people. Elko is the county seat of Elko County and serves as the economic and cultural hub of the region. The city is known for its ranching and farming, mining industry, and outdoor recreational opportunities. Spring Creek is an unincorporated community adjacent to Elko, where many people choose to live an even more rural home life while still reliant upon Elko for a significant portion of their amenities, services, businesses, shopping, and entertainment.

Elko County is the fourth largest county by area in the contiguous U.S. and is one of only ten counties in the U.S. with more than 10,000 square miles of area.¹⁵ The Elko County School District (ECSD) is the second largest geographical school district in the contiguous U.S., spanning more than 17,000 square miles.¹⁶ For these reasons, the intended service radius for NCAE is more than the suggested two miles. In a rural community, residents drive 10-50+ miles to work, shop, attain medical care, find entertainment, or attend community events. Therefore, NCAE is proposing the primary enrollment zone for NCAE to include not only the city of Elko but also the neighboring unincorporated community of Spring Creek. Data from our surveys and Intent to Enroll indicate substantial interest in NCAE from families in both communities. The combined population of Elko and Spring Creek is approximately 40,000, with an estimated 7,500 students in K-12 grades.¹⁷

There is currently only one charter school to serve the entire county, Elko Institute of Academic Achievement (EIAA). EIAA is moving to a larger facility with additional classrooms to accommodate robust community interest and still maintains a waiting list of more than 550 students. Interested families may sit for years on the waitlist for EIAA because it is the highest-performing school in Elko County.

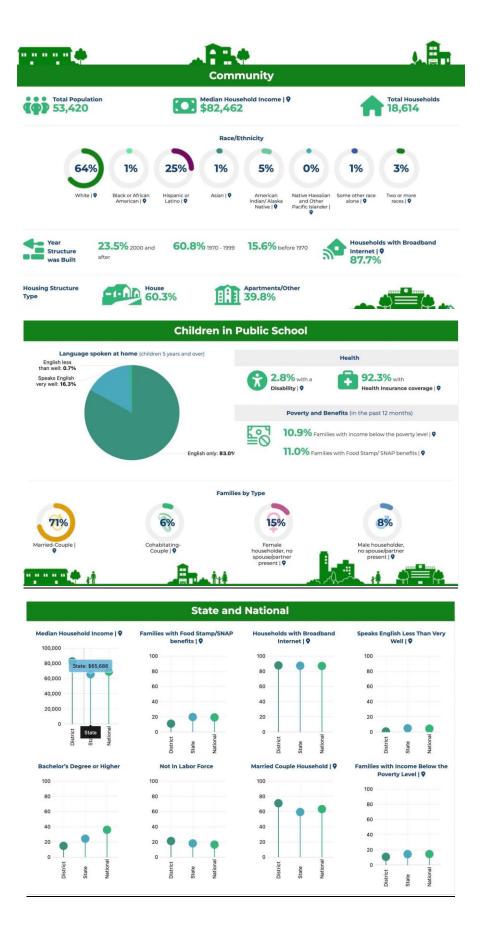
The data charts below from the <u>National Center for Education Statistics</u>¹⁸ describe the ECSD demographic data for 2017-2021. Data highlights include the median household income is \$82,462. 60% of the population live in houses, and 88% of households have broadband Internet. Of children in the ECSD, 11% live at or below the poverty level, 83% speak English only at home, 16% speak English very well, Less than 1% speak English less than well, 3% have a disability, and 71% live with a married couple.

¹⁸ <u>https://nces.ed.gov/Programs/Edge/ACSDashboard/3200120</u>

¹⁵ <u>https://en.wikipedia.org/wiki/Elko County, Nevada</u>

¹⁶ <u>https://cleargov.com/nevada/school/elko-county-school-district</u>

¹⁷ https://go.boarddocs.com/nv/elkcsd/Board.nsf/files/CEPKMJ52752C/\$file/Enrollment%20Comparison%2005-23-2022.pdf



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Intended student population:

NCAE will serve students primarily from Elko and Spring Creek. The targeted student populations will be (1) families of children attending 1- or 2-star schools in Elko and Spring Creek, (2) families of children eligible for English Language Learner Program, and (3) families of children whose needs aren't being met by the existing school options. The academic needs of students within the Elko County School District, specifically within the Elko and Spring Creek 1- and 2-star schools, are provided in detail in section 2.2.

According to the Data Interaction for Nevada Accountability <u>Portal</u>,¹⁹ the Elko County School District student population is approximately 56% white, 34% Hispanic/Latino, 6% American Indian, 3% two or more races, less than 1% Black or Asian²⁰. Of the students in the ECSD, approximately 51% are male, 49% are female, 13% have an IEP, 9% are EL, and 40% are eligible for FRCL.²¹

According to the SPCSA 2024 School Data <u>Workbook</u>,²² three schools in Elko City and <u>four</u> schools in Spring Creek are rated as 1- or 2-star schools for the 2022-23 school year and an NSPF adjusted index score below 50 for the 2021-22 school year: Adobe Middle School, Flagview Intermediate Elementary School, Southside Elementary School, Liberty Peak Elementary School, Sage Elementary School, Spring Creek Elementary School, and Spring Creek Middle School.

Across these seven 1- or 2-star schools in Elko and Spring Creek, approximately 65% are white, 29% Hispanic/Latino, 2% American Indian, 3% two or more races, and less than 1% Black or Asian.²³ The NCAE student population will mirror the demographics of these identified 1- or 2-star schools within Elko and Spring Creek.

Current education options available

Currently, there are only four educational options available to students in the Elko and Spring Creek communities: Elko County School District (ECSD), Elko Institute of Academic Achievement Charter School (EIAA), Spring Creek Christian Academy (SCCA), or homeschooling. EIAA has a waitlist of 550 students. Even after moving into a new building for the 2024-2025 school, EIAA anticipates a waitlist as interest in an alternative public school option is high within the Elko community. The EIAA School Leader, Ashley Perkins, recognizes the demand in rural communities, such as Elko, for more choice in education and supports NCAE as a new public charter school (see the EIAA letter of support in Attachment 3). No public school serving students in Elko currently offers a classical education option such as that proposed by NCAE.

NCAE intends to lease the old EIAA building after they open a new facility (fall 2024). This lease and building plan are explained in detail in Section 4.8. NCAE board members have met on multiple occasions with EIAA administrators to develop an understanding of the facility layout, operation of the school in this facility, and facility maintenance needs. EIAA has provided us with their budget to help us get a baseline on expenses such as utilities, maintenance, internet, phone, janitorial, insurance, rent, etc. We were also shown their procedures for students and visitors entering and

²² <u>https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/231208-</u>

2024_SPCSA_NeedsAssessment_DataFile_FINAL.xlsx

¹⁹ <u>http://nevadareportcard.nv.gov/DI/nv/elko/2023</u>

²⁰ <u>http://nevadareportcard.nv.gov/DI/nv/elko</u>

²¹

http://nevadareportcard.nv.gov/di/report/reportcard 1?report=reportcard 1&scope=e7.y20&organization=c2360&fields=309%2C3 10%2C311%2C313%2C318%2C320&hiddenfieldsid=309%2C310%2C311%2C313%2C318%2C320&scores=1026%2C573%2C574%2C5 75%2C805%2C576%2C577%2C806%2C588%2C589%2C582%2C583%2C1618%2C1620%2C584%2C1039%2C1041%2C1043%2C585&n um=800&page=1&pagesize=100&domain=demoprof&

https://docs.google.com/spreadsheets/d/1p GKTs9vvFeqDufAB68Iffhd47fzIsV1/edit?usp=sharing&ouid=103053216400968769056 &rtpof=true&sd=true

exiting the school to ensure student safety. We observed their processes for parent drop off and pick up, as well as procedures for recess. We have found their support valuable in developing our educational plan and transitioning to their facility.

2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.

NCAE will implement a classical education model through a robust curriculum that is aligned with all Nevada Academic Content Standards to the fullest extent. As mentioned in section 2.1, students develop habits of mind through classical education to strive for academic excellence, self-discipline, accountability, moral/character, and civic development. This environment nourishes a love of learning and progress toward mastery among students in the classroom and across the lifespan. A classical education model's research-based teaching methods will address the academic proficiency gaps across demographic populations in the targeted schools.

Classically educated students will value learning for its own sake and employ their skills in academic, career, and civic pursuits. Classical education "will involve a great deal of reading, but much of this reading will be in the service of inspiring a student to take responsibility for their own interests and concerns."²⁴ As today's students face monumental challenges across all levels of society, the formation of the mind through a classical education will prepare students to address these challenges across their lifetimes with courage, courtesy, honesty, perseverance, self-government, and service.

The classical school model meets the community's needs by offering a rigorous, content-rich education that prepares students for success not only in career fields or college pathways but in life, helping them achieve their full potential as contributing members of society. Focusing on the liberal arts and the classics provides a strong foundation for lifelong learning. Students needing additional academic support to master content will be identified through ongoing assessments. Identified students will be offered personalized support through one-on-one assistance with teacher aides, reading specialists, and SpEd or EL teachers. NCAE will provide time for these interventions in the daily schedule.

The NCAE classical school model also values the importance of a supportive and nurturing environment for learning. We aim to maintain small class sizes and individualized attention from teachers to ensure each student receives the support they need to succeed. Our commitment to fostering a sense of community and strong relationships among students, teachers, and families also helps to create a positive and supportive learning environment.

3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment²⁵: 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. For details on the identified needs, refer to the <u>SPCSA's Academic and Demographic Needs</u>.

The SPCSA has defined academic needs as student groups that consistently underperform on the 3rd through 8th grade Smarter Balanced Assessment (Math and ELA) and the 11th grade ACT Assessment (Math and ELA). The 2023 SPCSA Academic and Demographic Needs Assessment found that the following groups have historically underperformed relative to the average Nevada student: economically disadvantaged students (those qualifying for free or reduced-price lunch or FRL), English language learners (ELs), students with disabilities (those with individualized education programs or IEPs), students that are homeless, students in foster care, Black/African American students, Hispanic/Latino students,

 ²⁴ Frank, J. (2019). Being a presence for students: Teaching as a lived defence of liberal education. Lever Press. DOI: https://doi.org/10.3998/mpub.11567473
 ²⁵ NRS 388A.220(6) and NRS 388A.249

and American Indian/Alaskan Native students (Nevada SPCSA, 2023). NCAE has identified an academic and demographic need based on our analysis of the local data and the SPSCA's Needs Assessment.

Academic Need: Geographies with 1- and 2-Star Schools that Continue to Have an Index Score Below 50

According to the <u>Nevada Report Card</u>, of the Elko County School District student population, 37% of elementary, 33% of middle, and 39% of high school students are English Language Arts proficient, and 32% of elementary, 21% of middle and 17% of high school students are math proficient.²⁶ These test results, across grades and subjects, are lower than the state averages (41%, 41%, 46%, 31%, 31%, and 20% respectively).²⁷

Low academic test scores are prevalent in Elko County. According to the SPCSA 2024 School Data <u>Workbook</u>,²⁸ three schools in Elko City and <u>four</u> schools in Spring Creek are rated as 1- or 2-star schools for the 2022-23 school year and an NSPF adjusted index score below 50 for the 2021-22 school year: Adobe Middle School, Flagview Intermediate Elementary School, Southside Elementary School, Liberty Peak Elementary School, Sage Elementary School, Spring Creek Elementary School, and Spring Creek Middle School. Of special note, ALL public school students in Elko and Spring Creek in the 6th-8th grades attend a 1- or 2-star school. Three options remain for alternatives to the current public education option - Elko Institute for Academic Achievement (public charter), Spring Creek Christian Academy (private), or homeschool. These limitations demonstrate a profound need for more educational options for all students, especially for the middle school grades.

Additionally, according to the SPCSA <u>document</u>, Demographics and Academics Needs Assessment, 18 of 38 schools in the ECSD are rated as a 1- or 2-star school for the 2022-23 school year and an NSPF adjusted index score below 50 for the 2021-22 school year, serving 56% of the ECSD student population²⁹. This is a higher percentage of students than the Clark County School District (CCSD), where 41% of the student population attends such schools. Notably, of the 15 rural school districts, eight districts, including ECSD, have a higher percentage of students attending such schools than CCSD. These rural districts demonstrate the highest academic need and the greatest benefit of new public charter schools within the state.

The 2022 National Assessment of Educational Progress (NAEP) test revealed declines in children's math and reading scores nationally due to the effects of the COVID-19 pandemic. <u>EdWeek (2022)</u>³⁰ reported this was "the biggest drop in math performance in 4th and 8th grades since the testing program began in 1990."

A recent Elko Daily Free Press <u>article³¹</u> summarized the 2022 NAEP test results for Nevada:

- The average math scores for both fourth and eighth-grade students were lower than the national average and lower than the Nevada average in 2019
- Math proficiency for fourth graders dropped from 34% in 2019 to 28% in 2022.
- Math proficiency for eighth graders fell from 26% to 21%.

²⁶ <u>http://nevadareportcard.nv.gov/DI/nv/elko</u>

²⁷ <u>http://nevadareportcard.nv.gov/DI/nv/2023</u>

²⁸<u>https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/231208-</u> 2024 SPCSA NeedsAssessment DataFile FINAL.xlsx

²⁹<u>https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/OpenASchool/231208-20240-Demographic-</u> and%20Academic-Needs-Assessment FINAL.pdf

³⁰ <u>https://www.edweek.org/leadership/two-decades-of-progress-nearly-gone-national-math-reading-scores-hit-historic-lows/2022/10</u>

³¹ https://elkodaily.com/opinion/column/jim-hartman-gov-lombardo-and-education-in-nevada/article_cc164a64-e7dc-11ee-8408ff2c0c4009ef.html

- The average reading scores for fourth graders were lower than the national average and the Nevada average in 2019.
- Reading proficiency for fourth graders dropped from 31% in 2019 to 27% in 2022.
- Eighth graders had average reading test scores matching the national average and were the same as the Nevada average in 2019.
- Reading proficiency for eighth graders was 29% in both years.

Demographic Need: English Language Learners

From January through March, two NCAE board members met with Hispanic community members to better understand Hispanic students and their families' experiences and needs. Through these targeted conversations, NCAE board members gained insight into the (1) challenges some Hispanic students encounter in their day-to-day living at home and school, (2) cultural perspectives regarding education, and (3) suggestions to engage with the Hispanic community.

Hispanic parents love their children and want them to succeed like other parents. According to interviews with Hispanic parents, Hispanic culture generally fosters close family connections among extended family members and strong ties to the Catholic Church.

Some Hispanic students encounter barriers to their education due to poverty and immigration status. Parents of such students may view work and supporting the family financially as more important/vital to the family's well-being than students' academic goals. According to a teacher providing tutoring to students in this situation, they may have many school-day absences and missing assignments, which may prevent them from being proficient.

According to Hispanic parents interviewed, some Hispanic parents may view the school staff and education system in general as the "experts" and hesitate to advocate for their children's academic needs due to a cultural preference to show respect to people in leadership positions. Additionally, these parents, especially immigrant parents, may lack the knowledge on how to advocate for their children or navigate the public education system. Immigrant parents, especially those who are undocumented, may not engage with any government institution out of fear of deportation, as mentioned by a Deacon from Saint Joseph's Catholic Church. Additionally, such parents may be less likely to fill out paperwork that may trace back to their name or address. As such, these parents may see their children's academic needs go unmet and not have the skills, knowledge, or confidence to engage with school staff on their children's behalf.

Hispanic community members made the following suggestions to NCAE as a way to develop relationships with the Hispanic community to foster academic success for Hispanic students, especially EL students: (1) become culturally literate by attending Hispanic community events and developing personal relationships with community members, (2) hire school leadership and teachers from the Hispanic community, (3) incorporate culturally relevant books and material in classroom and schoolwide settings, (4) translate school information and material in Spanish, (5) provide tutors when needed, (6) help Spanish-speaking parents learn English and build their knowledge base of the educational system to support their children's learning and advocate for their children's academic needs and also to increase their employability skills and income levels, (6) provide resources, referrals, and basic materials to meet day-to-day living needs (such as a clothing and food pantry).

2.3 PARENT AND COMMUNITY INVOLVEMENT

1) Describe the Committee to Form or CMO's ties to and/or knowledge of the target community.

The effort to open a classical education charter school in Elko began in March 2022 when 11 community members from Northern Nevada visited Treasure Valley Classical Academy in Fruitland, Idaho. Upon their return, community members organized a board to establish a similar school in Elko. The NCAE Founding Board comprises thirteen Elko/Spring Creek community members, including three parents and three grandparents of school-age children in Elko County. Six of the

thirteen team members comprise the Committee to Form for the Nevada State Public School Charter Authority application. Initial tasks included forming committees, researching the Hillsdale Charter School model, and gathering names of interested families. Ongoing tasks include (1) submitting a member school application to Hillsdale, (2) receiving Hillsdale Candidate Membership School status and meeting task timelines, (3) developing school promotional material and a media campaign, (4) organizing community events, (5) solidifying community partnerships, and (6) submitting applications to the Nevada State Public Charter School Authority in 2023 and 2024.

Team members have deep roots in the county, many representing multi-generational families that have helped shape community life in and around Elko. The social capital within the team and the shared passion for uplifting the community will facilitate the success of NCAE. They will use those strong ties to secure and promote the newly established charter school. Additionally, team members represent a broad range of professions and expertise, which will further assist NCAE in its success. For example, some team members have distinguished political careers, including two current county commissioners, a former Elko City Council member, a former Elko County School District board member, and the current Elko County Republican Party Chairman. Their careers have included ranching, mining, economic development, banking, business ownership, teaching, education, property development, public relations, communications, and leading nonprofit organizations. Combined, they have coordinated a myriad of community endeavors. The team also has broad expertise and knowledge related to Elko County education. One member was involved in the start-up of EIAA, one started her own educational option, and one was involved in the startup of a public school in the local school district.

To stay abreast of community issues, one or more NCAE team members attend the public meetings of the Elko County Commissioners, Elko City Council, Elko County School District, and the Elko Academic Institute of Academic Achievement, along with attending many community and educational events.

2) Describe the role to date of parents and community members in the development of this application. What specific strategies have been implemented to engage parents and community members? Provide specific examples of how input from parents, neighborhood and community members has impacted the application.

NCAE has solicited and encouraged parent and community feedback on the school plan and application in various ways and through many different outlets and engagements. NCAE hosted two targeted community outreach events on March 18, 2023, and March 9, 2024, to raise awareness about and gauge interest in establishing a new charter school in the Elko area. In 2023, Treasure Valley Classical Academy School Leader Steven Lambert presented the classical charter school model and examples of its success in the Fruitland, Idaho community. In early spring of this year, NCAE Founding Board members gave a presentation on the proposed local classical charter school and the necessary sequence of steps to open the school. Community surveys were shared at both events to solicit feedback regarding the school development process. In 2023, community members were asked about their biggest concerns and top priorities regarding public education. The gathered qualitative data showed the top concerns of respondents were (1) curriculum concerns, (2) moral/character development, and (3) safety. The top priorities were (1) academic quality/challenging coursework, (2) moral/character development, and (3) critical thinking skills. This feedback shows resounding support for NCAE and the mission of the school in alignment with parent concerns and feedback. The Hillsdale K-12 curriculum addresses these concerns through a rigorous, content-rich classical education with moral/character development embedded into the curriculum and throughout the culture of the school. The classical education model is explained in more detail in Section 3. The 2023 survey results were encouraging and demonstrated that parents and community members want a public school option with a rigorous, content-rich curriculum emphasizing moral/character development.

This year, the community input survey was revised based on lessons learned from the 2023 survey. NCAE used a Google Form with quantitative and qualitative questions to garner community feedback on the school development process

and, specifically, the school schedule, programs, and volunteer/engagement opportunities. A copy of the survey may be viewed <u>here</u>. This survey is available in English and Spanish through our website and has been promoted broadly through social and print media and targeted outreach efforts. Thus far, the gathered data show:

- 54% prefer a 4-day school week. In comparison, 32% prefer a 4+ school week.
- 54% prefer 50-60 minutes of total recess time per day.
- 71% prefer a school day from 8:30 a.m. to 3:30 p.m.
- 53% prefer a school start date after Labor Day.
- 46% prefer a school end date before Memorial Day.
- Top curriculum components include critical thinking skills (91%), highly trained teachers (86%), and character education/moral development (82%).
- Top "specials" classes include library (70%), physical education (70%), and music (68%).
- Top school features include building safety (95%) and class size (79%).
- Top family engagement opportunities include family reading nights (48%), family fun nights (45%), and family holiday celebrations (39%).
- Top volunteer opportunities include field trips (78%), reading to students (70%), and parent-teacher association membership (64%).
- Demographics
 - 0 94% of respondents are White, 4% are Black, and 2% are Native American.
 - 13% of respondents are Hispanic.
 - 13% are eligible for the Free and Reduced Cost Lunch Program.

Based on this information, the NCAE Governing Board is pursuing the following school development plans:

- Establishing a '4Plus' school day to balance family and educational needs.
- Adjusting school schedule from 8:00 a.m. 3:00 p.m. to 8:30 a.m. 3:30 p.m. based on survey feedback.
- Assessing start and end dates that align with the necessary educational requirements while considering family and community needs.
- Ensuring the successful implementation of a high-quality, classical education program that drives critical thinking skills and character education/moral development as essential to student learning.
- Implementing a professional development program to provide teacher training and development to guarantee all teachers are highly trained.
- Prioritizing fundraising outreach for library resources and incorporating physical education and music into the educational program as co-curricular subjects.
- Assessing the proposed facility for safety needs during Year 0 and updating and installing state-of-the-art building safety features to ensure school safety.
- Coordinating and scheduling family reading nights, fun nights, and holiday celebrations.
- Prioritizing the development of volunteer positions (and inviting parents to volunteer as), primarily field trip chaperones, reading buddies, and PTA members.

The feedback surveys will remain open throughout the school development process. The School Leader and Governing Board will use them to inform school development decisions.

In 2023 and 2024, NCAE has engaged directly with the public through the following events and channels:

- March 18, 2023 community event with Steven Lambert, Treasure Valley Classical Academy School Leader
- March 2023 articles in Ruby Mountain Living and Everything Elko Magazines
- April 29, 2023 Head Start of Northeastern Nevada Let's Get Ready for Kindergarten Annual Event

- July 5, 2023 Elko Daily Free Press (EDFP) news article
- July 12, 2023 radio interview on Community Conversations with Cami
- July 15, 16, 2023 Silver State Stampede
- August 5, 2023 Global One Media Family Fun Day
- December 22, 2023 EDFP news article
- January 29th EDFP news article
- February 26, 2024 radio interview on Community Conversations with Cami
- March 2024 articles and advertising in Ruby Mountain Living and Everything Elko Magazines
- March 4, 2024 radio interview on Elko Live with Lori Gilbert
- March 12, 2024 EDFP news article
- March 28, 2024 Head Start of Northeastern Nevada Recruitment Kick-off Event
- April 3, 2024 EDFP news article
- April 5, 12, and May 11 Founding Board Meet and Greets at the Elko Mybrary
- April 13 Head Start of Northeastern Nevada Let's Get Ready for Kindergarten Annual Event
- Established a website, Facebook, LinkedIn, and Instagram page

NCAE Board members met individually with the ECSD Superintendent and Board Trustees to update them on NCAE's plans and provide an opportunity for questions and feedback. The main concerns voiced by the school district were ensuring equal access, providing support for underserved student groups such as EL students, and providing transportation for students. Following these discussions, the Board decided to grow targeted outreach to EL families and the broader Hispanic population and review options for incorporating transportation into future school planning. NCAE increased efforts to reach the Hispanic community by translating more communications and the survey into Spanish, adding a Spanish translation option on our website, and providing a translator at events. NCAE received volunteer translation support from interested parents and supportive community members. In 2024, NCAE also began working with the Hispanic Services Director, Eloisa Mendoza, to translate communications and will continue to work with Mrs. Mendoza throughout the school development process for translation services and to understand the most effective ways to communicate with the Hispanic community.

NCAE Board members also contacted the local Native American community through meetings with the Elko Band Council Chair and Administrator. Board members outlined the school plan and project schedule and provided information about the classical curriculum and school model. The Elko Band members were receptive to a new charter school and felt their community members would be very interested in the new school option and the classical model. They agreed to share NCAE information and updates with their community.

As of April 15, 2024, 107 children were listed on the NCAE Intent to Enroll form who will be in grades K-3 in the 2025-2026 school year. NCAE intends to open with grade levels K-3 to allow for slow, intentional growth.

Interest to Enroll by Grade		Interest By Zip Code			Current School By Category		
Kindergarten	30	89801	71	66.4%	Public	31	29.0%
1st Grade	33	89815	29	27.1%	EIAA	3	2.8%
2nd Grade	19	89822	3	2.8%	SCCA	2	1.9%
3rd Grade	25	89828	2	1.9%	Homeschool	37	34.6%
		89835	1	0.9%	Preschool	29	27.1%
		Other	1	0.9%	Unknown	5	4.7%
All	107	All	107		All	107	

3) Describe how you would continue to engage parents, neighborhood and community members from the time the application is approved through the opening of the school and once the school is operating. What specific strategies would you rely on to establish buy-in and to understand and respond to parent priorities and concerns during the transition process and post opening?

Parent and community engagement in the development of NCAE is critical to the success and sustainability of the school. Parents are primarily responsible for raising and guiding their children into adulthood; NCAE values and respects the parenting role as the first and most important teachers in children's lives. NCAE desires authentic, collaborative relationships with parents, leading to parental integration with NCAE. NCAE will partner with families to nourish within their children the skills, habits, and aptitudes that lead to self-discipline and support mastery of academic subjects. Through this relationship, NCAE will develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives.

To ensure parents are integrated into the school community, NCAE will work to build authentic, collaborative relationships with parents and the community leading up to the opening of NCAE through the following:

- Parent and community meetings: NCAE will host regular community meetings to build support, listen to
 feedback, and answer questions regarding forming a new charter school in the community. Community
 meetings will be broadly publicized in English and Spanish to increase community participation. We will also
 incorporate online and recorded meeting opportunities to broaden our outreach. During sessions, Founding
 Board members will provide an overview of the school development process, accomplishments to date, and
 next steps and provide ample time for public comment and questions. Surveys will be available for community
 members to provide additional information to the Founding Board members. Additionally, Founding Board
 members will share future action items in the school development process and promote how community
 members may get involved to support the process.
- Parent and community feedback: NCAE will encourage and invite interested parents and community members to participate in the school development process by participating in community meetings and/or focus groups and completing community surveys regarding the school development process. NCAE maintains an email list of parents who have completed the Intent to Enroll form and will continue to communicate directly with these parents. Parent and community input gathered from the 2023 and 2024 feedback surveys are summarized in this section.
- Outreach to community organizations: NCAE will engage with community organizations, such as faith-based groups, nonprofits, and businesses, to build partnerships and enlist their support of the school's mission and vision. Engagement efforts will include presentations and information sharing of school development needs and how community organizations may meet these needs and help bring the school's mission and vision to fruition. Current community support letters are summarized in this section.
- Volunteer opportunities: NCAE will create opportunities for parents and community members to volunteer throughout the school development process. Volunteers will be invited to support NCAE through marketing/public relations, philanthropy/fundraising, planning, and family and community engagement.
 Volunteer opportunities will not be a requirement to attend NCAE nor impact enrollment status. Still, they will be offered voluntarily to engage with the school and support students' learning and development. Volunteer policies are described further in this section.
- Public relations and media outreach: The public relations committee has developed and implemented a stakeholder outreach and media campaign. NCAE has established a web presence by launching a school website where the development process and progress are posted for parent and community members' feedback. The website, <u>www.nevadaclassicalacademyelko.org</u>, is available in English and Spanish and is regularly updated to include progress, such as the search for a School Leader, the 2024 feedback survey, and social media posts.

NCAE also engages with the public through Facebook, LinkedIn, and Instagram. Additionally, NCAE continues to work with local media outlets to provide coverage of the school development process. Media coverage is summarized in this section.

Upon charter school application approval, NCAE will expand ongoing communication to families, students, and community stakeholders via newsletters, text messages, voice calls, the school website, and the Infinite Campus app alert system. These notifications will include promoting family engagement activities, school events, general notices, and alerts. NCAE will continue collaborating with other charter schools to understand what additional options have worked well in reaching out to parents and community members.

4) What programs, activities, and procedures will be implemented to encourage the participation of all parents, including parents of students with disabilities and English language learners?

Once the school site is established and operational, NCAE will host a series of open-house events to welcome families to tour the school, meet existing staff and board members, and become familiar with the school's mission, vision, policies, and procedures for operation. We will invite all school families and specifically target communication with families from 1- and 2-star schools and EL students to participate in all school events, specifically the open-house events. In addition, NCAE will work to reach other specific populations, such as students with disabilities, homeless, foster care, low income, and special education.

When school staff (leaders, teachers, aides, and secretaries) are hired, highly qualified, bilingual applicants will be given preference due to the high percentage of Spanish-speaking families in our community. This preference was echoed in personal interviews with Hispanic community members. One interviewee, a Hispanic elementary school teacher, said she never had a teacher in public school who "looked like me."

The board will establish additional partnerships with community agencies serving non-English speaking parents and parents of children with disabilities. Through these partnerships, NCAE will identify additional group members and/or volunteers to help raise awareness about the classical education opportunity in the community and encourage non-English speaking parents and parents of children with disabilities to enroll. For example, NCAE is already working closely with Head Start of Northern Nevada, attending their events and delivering NCAE flyers in English and Spanish. NCAE will work with additional community agencies, such as the Family Resource Center, Northern Nevada Autism Network, the State of Nevada Early Intervention Services, and local pediatrician offices. NCAE will request permission to share information with families receiving services at community agencies and to attend agency-sponsored events throughout the year. NCAE promotional material will continue to be translated into Spanish, which is the highest non-English speaking population in Elko County. NCAE has identified professional and volunteer translation services already implemented in our communications and outreach efforts.

Recruiting bilingual teachers, staff, Governing Board members, and volunteers from these community agencies (staff or clients) will help promote NCAE to a broader audience and establish meaningful relationships with non-native-speaking community members.

EL families will have access to bilingual staff and opportunities to be involved in the school, including classroom visits, individual engagement, and presentations directed to Spanish-speaking families. The Governing Board will establish and maintain partnerships with state and local agencies serving non-native-speaking parents and parents of children with disabilities. Through these partnerships, NCAE will identify and implement meaningful strategies to effectively engage with these targeted families throughout their children's school experience. Additional targeted state and local agencies may include <u>Nevada PEP</u> and the <u>Nevada Positive Behavior Support Technical Assistance Center</u> (see the NV PBIS support letter <u>here</u>). Meaningful strategies to engage with these families may include:

- Parent-child learning activities such as literacy nights, science fairs, and cultural exchange events enhance parent-child interactions and opportunities to learn and grow together.
- Parent workshops and training on topics relevant to families of EL students and students with disabilities, such as second language acquisition, special education strategies, positive behavior supports, differentiated instruction, and effective ways to support their children's learning needs.

Parental engagement positively impacts their children's academic success (<u>Waterford, 2022</u>)³², thereby making authentic family engagement in the life of the school a primary goal for all NCAE staff, administrators, and the Governing Board. Through parental engagement, parents and teachers share responsibilities to support student's academic development and growth across subjects and grade levels. Authentic, collaborative relationships with parents will include:

- Open communication: NCAE will establish open, ongoing, two-way communication with parents to support students' academic progress and parents' involvement in their children's learning. Diverse communication strategies will be employed to effectively engage with parents, such as print and digital newsletters and surveys, teacher-parent communication applications, a school website, mailed letters, emails, phone calls, text messages, school social media accounts, and bi-annual parent-teacher conferences. The focus of school-family communication will center on students' academic achievement and moral and civic development. Parents will be encouraged to give feedback on how NCAE may better support students' success and parents' involvement. For EL families, it will be meaningful to provide information in their first language when necessary and to learn from families how cultural components may be woven into the fabric of school life.
- Parent-Teacher Conferences: NCAE will coordinate two yearly parent-teacher conferences to share students' academic growth toward teachers' and parents' goals as well as to learn from parents ways in which we will improve upon its support and engagement of parents in the life of the school. A translator will be available to EL parents during parent-teacher conferences. NCAE administrators and staff will identify families needing a translator and staff available to translate.
- Volunteer Opportunities: NCAE will invite parents to volunteer in the school's activities. Opportunities will cover a broad range of skill levels and time commitment so that all interested parents can find a suitable volunteer role - from committee members and classroom assistants to grounds maintenance providers and crosswalk/parking lot supervisors. ELs and parents of students with disabilities will be encouraged to volunteer in roles that match their interests. NCAE will provide additional support to help volunteers succeed in their roles. Volunteer opportunities will not be a requirement to attend NCAE nor impact enrollment status. Still, they will be offered voluntarily to engage with the school and support students' learning and development.
- Committee Membership: NCAE will promote opportunities for parents to participate in committees within the school. In these roles, parents provide invaluable input on the day-to-day activities of the school. In these roles, parents and school staff will collaborate to address parents' concerns and celebrate the accomplishments of students, parents, staff, and the school throughout the year. NCAE will encourage engagement with the Governing Board by inviting in-person and virtual attendance and sharing meeting recordings widely available on the school website, social media platforms, and through email.
- Workshops and Events: NCAE will host ongoing workshops and events not only to support student's academic, moral, and civic development but also to support parents in their responsibilities of raising and guiding their children into adulthood and instructing their children in physical, intellectual, social-emotional, and moral developmental milestones across the lifespan. Examples include open house and back-to-school night events, skill-building workshops, training about the classical education model, curriculum nights, cultural events, and

³² <u>https://www.waterford.org/education/how-parent-involvment-leads-to-student-success/</u>

guest speakers or performers. These community-building efforts will help families develop a close connection to the school beyond classroom instruction and come to know the school as a source of support for school or family-focused needs as they arise. Workshop topics will include areas of interest that are general for all parents and specific to ELs and parents of students with disabilities.

- Surveys: NCAE will encourage ongoing, open dialogue with parents by asking for their feedback about important topics through surveys and public forums. NCAE will invite parents and students to participate in quarterly surveys and open forums to assess school culture, parent-school communication, overall strengths, and improvement areas. The ongoing feedback will be essential to the school's commitment to open communication and parent engagement. Questions will focus on communication, policies, curriculum, quality of instruction, buildings and grounds, safety, and parent involvement.
- Resource Referrals: NCAE will provide referrals to community resources for the rising needs of students and their family members. Students come to school with needs beyond academic development. Parents may experience life events that negatively affect their health and well-being and those of their other family members. ELs and parents of students with disabilities may benefit from additional community support. For these reasons, community partnerships are crucial to help meet these needs through up-to-date community resource information and relationships with government and nonprofit entities. Examples of potential resource referrals include Crisis Mobil Response, Healthy Home Living Program, Active Parenting, Heart & Hope Family Violence Prevention Program, Reading Vision, etc.
- Basic Needs Support: As identified in interviews with community members, especially community members serving the Hispanic community, NCAE will provide essential support for essential needs, such as a food and clothing pantry. When a basic need cannot be directly provided, such as medical or immigration, NCAE will refer families to the appropriate human service agency to obtain support (Ex. Nevada Health Centers, the Mexican Consulate, Nevada Hispanic Services). NCAE has developed a resource list³³ for school staff to use and distribute to interested families. Governing Board members and school staff will coordinate clothing and food drives to establish pantries that families may use free of charge. Additionally, the NCAE community of Governing Board members, staff, students, and families will be invited to participate in "adopt-a-family" opportunities throughout the year, especially during holidays.

5) Describe any opportunities for parent volunteer activities as well as any policies related to parent volunteering.

Parent involvement in school settings can positively impact students' academic achievement, attitude, behavior, and teachers' overall morale (Edutopia, 2000)³⁴. NCAE values and respects the parenting role as the first and most important teachers in children's lives. As such, NCAE is dedicated to establishing successful parent involvement in school operations and activities through various volunteer roles that meet the needs of teachers and parents while also matching parents' interests, skills, and availability. A recent parent feedback survey provided insight into the willingness of interested families to engage in volunteer activities. Also, it allowed parents to tell us more about volunteer opportunities they would like to see at NCAE. Parents of students will not be required to volunteer to attend NCAE, nor will volunteering impact their child's enrollment status; however, families will be encouraged to support the school whenever possible. Parents wishing to volunteer will be joyfully accepted and greatly appreciated. Some examples of how parents may volunteer at NCAE include:

³³

https://docs.google.com/document/d/18q6OEJbndW979kMckIcr2FLnHfIRate9/edit?usp=sharing&ouid=103053216400968769056& rtpof=true&sd=true

³⁴ <u>https://www.edutopia.org/parent-involvement-reaps-big-benefits</u>

- Classroom Assistance: Support teachers with organizing and preparing material, writing classroom newsletters, coordinating classroom field trips, and helping students with schoolwork.
- Field Trip Chaperones: Supervise students during field trip events to ensure their safety.
- Sidewalk/Parking Lot Supervision: In the mornings and afternoons, we welcome students to the school and oversee their safety as they walk through crosswalks and parking lots.
- Lunch/Recess Support: Engage with students during lunch and recess to promote their healthy social and emotional development.
- Library/Reading Buddies: Offer help in the library by organizing and preparing material, creating displays, coordinating read-a-thons, or reading to students.
- Event Planning/Fundraising: Develop annual event and fundraising plans to further engage students, parents, and community members in school life.
- Parent-Teacher Organization Membership: Collaborate with administrators and teachers to support the NCAE mission.
- School Committee Membership: Participate in decision-making committees within NCAE so that parents have a voice in decisions that affect their children's learning.
- Tutors Provide academic support to identified students to increase reading and math proficiency levels.

Based on the 2024 survey results, most parents would like to volunteer at NCAE. More than 50% of respondents are interested in volunteering as field trip chaperones, reading to students, and PTA membership. Many parents also expressed interest in event planning, fundraising, and NCAE Governing Board membership.

The NCAE handbook outlines policies and procedures for successfully managing the volunteer program. NCAE will utilize a volunteer management system and volunteer training to ensure the safe and effective implementation of the program. Policies and procedures will comply with federal and state laws.

6) Complete the table (duplicate as needed) below for EACH strategic partnership your school has established with community organizations, businesses, or other educational institutions (do not include the CMO/EMO identified, dual-credit partners discussed in subsequent sections, or proposed vendors). Provide, as Attachment 3, existing evidence of support from each of the community partners identified such as letters of intent/commitment, memoranda of understanding, and/or contracts. *Although the SPCSA welcomes general letters of support for the proposed charter school, this section seeks information regarding specific partnerships with community partners and specific information regarding community partner's commitments to the proposed charter school. Please refer to the rubric for additional details.*

Partner Name Briefly describe this partnership Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or inkind commitments from community organizations or individuals that will enrich student-learning opportunities 1. Edward Jones Financial Offer teen financial fitness program, access to online financial education Tim Hatch, Financial Advisor resources, conduct financial literacy classroom workshops 2. J.M. Capriola Co. Volunteer and financial efforts including field trips and on-site leather John and Susan Wright craft classes at the school. 3. R6 Studios Completing architectural work (a portion as pro bono) Catherine Wines, Architect 4. Bert K. Gurr Support for school choice. Assemblyman District 33 Volunteer to read to students, assist teachers in their classrooms, 5. Angela de Braga chaperone field trips.

E	shley Perkins Iko Institute of Academic schievement	Support for school choice. Local charter school community.
	ngela Burns Acton of the Rubies	Alternative education advocate, previous school start-up experience and offer to support boards and committees.
	obert Roosa Anthracene Softworks, LLC	Provide material support free of charge, which may include assistance with software implementation during school start-up and operation and assistance with designing and installing network infrastructure.
	Dr. Kathryn Moriarty, DVM Aspen Veterinary Clinic	Support school choice. Host field trips regarding animal care, veterinary science, veterinary medicine general practice routines, different career types in the veterinary field.
10. C	Court Street Rentals	Field trips to rental properties, instruction on property management.
11. E	lko Federal Credit Union	Enhance financial literacy for students and families in the form of presentations, instruction and community events.
12. E	lite Futbol Club	Provide booth space at events, share promotional materials with Elite FC families
13. G	Genx Mining Contractors	Volunteer and financial support, field trips to Genx facilities, teach classes on mining processes
14. J\	WF Ranching and Properties	Volunteer and financial support, field trip to the ranching properties, workshops on raising, breeding and showing performance horses, helicopter instrumentation and use in ranching, bringing horses and colts to NCAE's facilities.
15. K	riston Hill	Involve students in a mock trial of Goldilocks, Reading and Robes Program, classroom discussions on the judicial system.
16. N	AcConnell Law Offices	Provide field trips to our facilities to show how a law office works, teach some in-school classes on legal matters and how to become a lawyer. We have also been providing some legal services to the board at no charge.
17. K	ümberlee Hrdlicka	Explain the mission and concept of the school, conduct community talks with topics such as what a classical education is, what books to get familiar with, such as the Great Books, discovering classical art, etc.
18. O	Owl Creek Ranch	Host field trips in order to complement students' academic learning in the classroom. Field trip activity topics may include food production, ranching life and cattle production, rangeland and cattle range interaction management, wildfire prevention, and a variety of other potential topics.
19. N	AcMullen McPhee	Volunteer and financial support, use of office facilities for meetings.
Ja	ity of Elko Fire Department ames Johnston ire Chief	Teach students about preparedness and prevention, field trips, field days, reading week and fundraising efforts.
21. 5	Steven Hrdlicka	Conduct workshops where we read and talk about some of the great works and acquaint interested parents and prospective students with some principles of classical education (as well as curriculum).
	Cheri Moring Iead Start	Raise community awareness of NCAE to Head Start families. Provide consultation services regarding family engagement strategies.
	aymie Donovan	Volunteer as a parent in the classroom, provide

	monotony donations, work as a future full time or substitute teacher
	monetary donations, work as a future full-time or substitute teacher, and provide educational activities and presentations for the students as
	a mining professional.
24. David Hirst	Financial and instructional if needed.
Former EHS German Teacher	Support for school choice.
25. Mayor Reece Keener	Political support for the school.
26. Paddy Legarza	Donation of contracted work.
Lagarza Exploration LLC	Financial support to the school.
27. Nevada Gold Mines	Grant funding through NGM's social investment program, K-12 outreach
	programs, guest speakers, field trips and school materials.
28. Sacrison Engineering	NCAE translation services for bilingual families.
	Provide NCAE with detailed data associated with workforce demands
29. NNRDA	that impact the local region as well as any business development activity
	that leads to a shift in industrial demand requiring new or unique skill sets.
	Assess and provide strategies to help students overcome their reading
30. Joe de Braga	struggles. Provide one-on-one tutoring for these students.
Reading Vision	Support for school choice.
31. Ruby View Golf Course	Use of golf course driving range, golfing clinics.
32. Lisa Donalson	Provide branding, design, and marketing services free of charge.
Well Told	
33. Zach Penrod	Volunteer to read to students, chaperone field trips and speak to
	classes.
	Opportunity to improve community.
34. Elko City Council	Provide student tours of city departments.
	Allow for student participation in city council meetings. Parent support of school choice.
35. Albany Williams	Volunteer to read to students, assist teachers, chaperone field trips.
,	Participate in career day events as Doctor of Clinical Audiology.
36. Elko County Board of	Field trips and tours, teach processes and programs of local
Commissioners	governmental departments, participate in various county meetings.
37. Casey Gallagher	Parent and business owner support for school choice.
Gallagher Ford	
38. Ruby Mountain Helicopter	Host events at the lodge venue, a field trip to Lamoille, history of RMHS,
Skiing	geological presentation about how the Ruby Mountains and surrounding
	area formed and education on snow safety and winter mountain travel. Continue to include information about the school and goings on in
39. Ruby Mountain Living Team	monthly publication, as well as help spread the word within circles of
35. Ruby Wouldain Living ream	influence.
40. Tony (Anthony) Manfredi	Provide professional development opportunities for artists, teaching
Nevada Arts Council	artists, school and school district leaders, community leaders, cultural
	leaders, and other educators.
	Deliver training to school staff as well as parents on evidence-based and
41. Lauren Brown	research-based Positive Behavior Support strategies that can be used in
Nevada PBIS Technical	the classroom/home environments to complement students' academic
Assistance Center	learning in the classroom and social/emotional learning in school and at
	home.

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

In its 2019-2024 <u>Strategic Plan</u>, the SPCSA established goals related to school performance that each charter school applicant should consider when setting their own respective goals:

- 1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5stars.
- 2. Ensure that every SPCSA student succeeds including those from historically underserved student groups. The SPCSA aims for all sponsored schools to demonstrate strong academic growth, high levels of proficiency and on-time graduation across all student groups, including historically underserved student groups.
- 1) How will you ensure that your school earns, or is on track to earn, a 4- or 5-star rating by the end of your first charter term?

NCAE will earn a 4-star rating by 2027-2028 and a 5-star rating by 2029-2030 by linking key features (programs, principles, and structures) to the SPCSA Academic Performance Framework and the Nevada School Performance Framework (NSPF), based primarily on three leading indicators: Strong leadership and governance, well-trained educators and staff, and the utilization of a high-quality classical curriculum, supplementing to ensure alignment with the Nevada Academic Content Standards (NVACS). All students will meet or exceed the state average reading, writing, and mathematics proficiency rates. Data-based goals, assessments, and progress monitoring will accomplish this. Data from state assessment requirements of NWEA Map and SBAC and embedded curricular assessments will drive classroom teaching and learning strategies. Progress monitoring through established benchmarks will occur three times a year. Student percentile scores will determine the monthly, bi-weekly, or weekly monitoring rate. Teachers will also engage in weekly Professional Learning Community (PLC) meetings.

The achievement gap between high and low-performing students will be reduced by increasing the proficiency rates for low-performing students through consistent monitoring of assessments and classroom performance. The School Leader will oversee the ongoing assessments and monitoring of student progress. Evaluation results and academic performance plans for all student population groups will be regularly communicated to the Governing Board to ensure goal attainment.

The percentage of students who meet or exceed academic growth targets each year in reading, writing, and mathematics will increase by 5%-10% using best practices in differentiation, small group instruction, and one-on-one intervention. The Response to Intervention (RTI) process will be implemented to identify and remediate students who fall into levels two and three. A team will be formed to evaluate data and create intervention plans for specific students meeting Levels two and three in the RTI process.

For this to occur, the following components will be in place to ensure fidelity to the model of classical education:

Strong leadership and governance: The School Leader is the academic leader of NCAE and is accountable to the Governing Board of the school as the authority in charge of (1) implementing the mission and philosophy of the school, (2) maintaining the academic integrity of the school, (3) managing the school and faculty, and (4) supervising the students.

- The School Leader ensures the curriculum and assessments are aligned with NVACS and that the curriculum is being implemented with fidelity as defined by the classical liberal arts tradition. While the School Leader is the chief academic leader, the School Leader is also responsible for the school's discipline, staff selection, moral culture, and financial priorities.
- The School Leader will have the capacity to discern the ends that fulfill the nature and purpose of the organization and will chart a course to reach those ends following NVACS and a classical education curriculum.
- The School Leader will exhibit strong character. Moral excellence through unwavering personal integrity, honesty, humility, decisiveness, and industry are all necessary traits.
- The School Leader will have a profound understanding of the life of the mind befitting the leader of the academic institution. A love of learning is demonstrated by the ongoing personal pursuit of knowledge and the desire to share that knowledge with others.
- The NCAE Governing Board governs the effective, faithful execution of the school's mission. In addition to
 upholding the mission and vision and advocating for NCAE, Governing Board members will demonstrate strong
 moral character, a life-long love of learning, commitment to the classical education program, and a deep
 understanding of student needs in alignment with NVACS.

Well-trained educators and staff: Teachers are the heart of a school. With dedicated, competent teachers, the best educational practices will come to fruition in the classroom. NCAE's teachers are expected to implement the school's academic mission with fidelity, with continual support from staff and administration, and align the content with the NVACS. In the classroom, the teacher is in charge. Outside the classroom, teachers receive professional guidance concerning specific goals and objectives from the Governing Board through the School Leader.

- Teachers are professionals. Professionalism refers to conducting oneself with the dignity and *gravitas* that befit the activity of learning. Professionalism among teachers also entails continued studies both in one's area of expertise and in the liberal arts and sciences generally. Every teacher should master their academic discipline and the art of teaching. Teaching is a craft; the best teachers are willing to learn and grow over time to improve their craft. An experienced teacher must also be able to convey the best methods of teaching their subject to junior members of the profession. Ongoing mentoring opportunities and collaboration are built into the school schedule weekly, sometimes bi-weekly.
- NCAE will employ teachers based on their mastery of academic discipline, ability to convey knowledge to young people, capacity to maintain order and decorum in the classroom, and outstanding character and integrity, which provides an excellent role model for students. Nevada teacher licensure is a condition of employment.
- Parents want and need to trust the school faculty to be experts in content knowledge and pedagogy. NCAE will hold teachers and administrators to the highest standards in both areas, ensuring that each student is challenged appropriately to meet their full growth potential. Hillsdale K-12 Education Office offers multiple opportunities for initial and ongoing teacher training, all free of charge to NCAE as a Candidate Member School. These extensive training materials/videos and online resource library cover topics pertinent to teaching pedagogy and subject matter and are always available to teachers and staff. Their professional development will include ten days of extensive training in conjunction with Hillsdale K-12 before the start of the school year. Additional training opportunities include training from the curriculum publishers, training in partnership with Founder's Academy, both virtual and in-person, and on-site training from Hillsdale K-12 staff.
- NCAE teachers are given the support and resources needed for personal growth. The school calendar includes 19 professional development days for all teachers and instructional staff in Year 1. The following year, returning staff will receive 13 professional development days; new staff will receive 19. Nine days are also built into the school calendar. In addition to ongoing, targeted training throughout the year, the Nevada Educators

Performance Framework (NEPF) will serve as a guiding document for staff and administrators in assessing areas of need.

• Teachers and administration will align academic plans and goals with the state assessment requirements of NWEA, MAPS, and SBAC. By using the monitoring program eSpark to track students' growth, teachers will adjust learning targets and goals to meet the needs of all students. Teachers will be educated about the star rating system within the NSPF, and specific objectives will be set that align with the various components within the system.

Utilization of a high-quality classical curriculum: NCAE will implement a classical curriculum school model to attain success for all students. The curriculum we selected is the Hillsdale K-12 curriculum. Hillsdale K-12 provides a well-developed and tested K-12 liberal arts curriculum covering the major academic disciplines from Kindergarten through high school graduation with the intent of providing students with a rigorous education through tried and true methods. See Hillsdale's overview video here: <u>An American Classical Education</u>. We've chosen this classical curriculum as it is time-tested, research-based, and aligns with our goals to combine specific content with NVACS.

- NCAE will adhere to and follow Nevada State Content Standards and SPCSA academic growth and performance guidelines. Where gaps exist in the curriculum used, NCAE will identify and provide the appropriate supplemental curriculum materials to ensure compliance with NVACS.
- Implementation fidelity is the foundation of NCAE's success. Due to the extensive training that teachers and support staff will receive, consistent feedback, and accountability to the administration and the Governing Board, the curriculum will be consistently taught and assessed using best practices.
- Math and science instruction are a distinctive component of a classical curriculum. In the grammar stage, memorization is an essential component of learning. This will prepare the student for future learning, in which educators will apply the principles of logic and rhetoric to the math and science coursework. Classically educated students not only master the sciences and mathematics objectives but then make connections between and among the other disciplines.
- A knowledge of history is regarded as the backbone of classical education because it accomplishes three goals. History informs students of how we have come to the moment in time. Historical knowledge is a defense against arrogance. According to Wise Bauer, it allows students to put community and country into the proper context of the vast span of global civilization.³⁵ Lastly, a knowledge of history gives examples of people's and civilizations' successes and failures, offering valuable lessons to students who will become aware that they are the history makers in their own time. Students in the rhetoric stage will voice these perspectives on events and figures in history. The Socratic dialogue will be used extensively to defend or challenge historical points of contention.

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

The educational philosophy at NCAE challenges all students to excel in academics and moral discipline, regardless of achievement level. Using time-tested, research-based instructional methods in reading, math, science, and history, the ultimate goal is to develop each student's full academic potential and personal character. The intentional focus on learning experiences that are both rigorous and engaging will drive student growth. This well-rounded education treats students as a whole human being to create a solid foundation as a springboard for all lifetime opportunities

³⁵ Susan Wise Bauer and Jessie Wise, *The Well-Trained Mind: A Guide to Classical Education at Home*, New York: W.W. Norton), pp. 49-50

NCAE resists grade inflation and social promotion. Grades will be standards-based, using the Nevada Academic Content Standards. Mastery of the core subjects always takes priority, and the educational strategies NCAE will implement ensure that students have every opportunity to excel academically, socially, and emotionally. Students who perform at or above grade level will be continuously monitored. These students must be encouraged and supported in academic growth and achievement. Because the classical model expects mastery, students capable of performing in this environment will excel. Based on the collected data, average and above-average students will maintain or exceed expectations.

Assessments that specifically target the Nevada State Standards will be utilized, as well as research-based instructional methodologies. NCAE will provide intervention services for students with academic and behavioral needs and students at or above grade level when necessary. Tailored educational strategies focused on accelerating proficiency, particularly for struggling students, will be an ongoing, collaborative effort between staff, students, and parents. Through a multi-tiered support system, utilizing the Response to Intervention (RtI) model, the learning team will continually monitor student needs and implement appropriate interventions. Built into the daily schedule, there will be daily, 30-minute intervention blocks tailored to student's needs based on the data and information gathered by staff and administration.

English language learners have unique characteristics regarding acquiring information and knowledge. Multiple ways of supporting these students - through best practices - will be a priority. Students will spend the majority of the school day in regular classes. Students with an EL designation will be evaluated upon entrance to the school to provide a baseline. EL students will be monitored, and interventions informed by formal and informal assessment results will be implemented immediately using the expertise of a qualified EL teacher to enable them to gain proficiency.

Research-based methodology and fidelity to implementation of best practices will be the mainstay of NCAE's approach to advancing EL students through the academic program. Staff will be trained on how these students learn best in various settings. WIDA has a comprehensive suite of assessments built on a foundation of extensive research and aligned with the WIDA English Language Development Standards Framework. Student performance will be assessed regarding the WIDA Proficiency Level Descriptors (WIDA "can do" descriptors).

All children deserve to learn in a safe, stable, consistent, and supportive environment. Within this model, students learn leadership skills and the art of conflict resolution. Because older students learn these strategies, they become mentors to younger students and play a prominent role in conflict mediation. Students can actively correct behavioral deviations from school policy, a key component of the Restorative Justice Model. Students learn to accept responsibility and make reparations in an environment where they feel supported and validated for their efforts.

3) Describe the distinguishing features of your school, including programmatic components that make your school unique. For each feature, describe how it will be implemented. Key features may include:

- a) Programs (e.g., curriculum, professional development, after school program, parent program, etc.),
- b) Principles (e.g., restorative practices, individualized learning, learn at your own pace, etc.), and
- c) Structures (e.g., blended learning, small learning communities, small class sizes, etc.).

Note that this question is aimed at understanding what makes your school unique, how those features are implemented, and how they fit together. If a key feature is described in another portion of the application, you may reference that section rather than repeating information and focus your response to this question on implementation of the key feature.

a) Programs unique to NCAE

Through classical education, students develop habits of mind to strive for academic excellence, self-discipline, accountability, moral/character, and civic development. This environment nourishes a love of learning and progress toward mastery among students in the classroom and across the lifespan. Classically educated students will value learning for its own sake and employ their skills in academic, career, and civic pursuits.

Classical Education Curriculum: Classical education is multicultural and inclusive. It integrates ideas from the best thinkers from around the world. Classical education is all about human nature and experience; each topic transcends time and culture. Through classical education, students learn to recognize and value the good and the beautiful within and across cultures from a position of inquiry. As such, students understand the roles of shared language, knowledge base, and history in shaping the human experience.

- Classical programming relies on applying the principles of grammar, rhetoric, and logic to math and science coursework because of a broader purpose. Classical education expects students to begin connecting within and among the disciplines as they transition from the "grammar," or first stage of learning, to the logic and rhetoric phases. This develops an appreciation for historical context and connections to contemporary issues.
- The curriculum has proven successful for all learners, including those with unique abilities and English language learners. It was developed specifically to meet the needs of a student body from diverse backgrounds and learning abilities. It is time-tested, innovative, and research based. As mentioned in our "Meeting the Need" section, it has been successfully implemented for students from academically, socially, and economically varied backgrounds. When students are exposed to high-quality curriculum and high academic expectations, along with scaffolded support, all students benefit.
- The curriculum will introduce and seek to instill moral/character development among lower-grade students through quality literary sources. Formal moral/character development instruction will be strengthened among upper-grade students. It is a component of a classical curriculum that sets it apart from other approaches in public schools.³⁶
- Explicit instruction in study skills, such as time management, organization, and note-taking, will develop students' stamina necessary for further academic pursuits in the upper grades and for those who may choose to pursue a higher degree.
- All grades 4 and 5 students will be informally introduced to Latin roots. The study of Latin has been demonstrated to improve reading comprehension and vocabulary, thereby increasing performance in all subjects. The study of formal Latin begins in grade 6.

Professional Development: NCAE prioritizes professional development for our teachers and instructional staff. Our commitment to training our educators and staff will ensure the success of our students and the school as a whole. Refer to section 3.6 for additional details about NCAE's professional development program.

• Teachers will be given time and support to align the curriculum to Nevada Academic Content Standards. Using the data from formal, informal, formative, and summative assessments at the beginning of the year and at various intervals throughout the academic year, teachers will have the necessary tools to continually evaluate their practices to adjust for diverse learning needs in the classroom. Data analysis and alignment with the NVACS will ensure the curriculum is appropriate for a diverse population.

³⁶ Barney Charter School Initiative for Prospective School Founders." Hillsdale College, 2020

- All professional development will include strategies and best practices for differentiating instruction for students, especially EL, economically disadvantaged, and students with unique learning needs. It will also focus on using all data sources to drive instruction and meet the needs of a diverse population.
- NCAE will engage in multiple professional development opportunities for teachers, administrators, and the Governing Board. In addition to in-house professional development, school staff have access to an "umbrella" of professional development services provided by Hillsdale K-12 staff and through a partnership with Founder's Academy of Las Vegas to ensure implementation fidelity at all school operation levels. Hillsdale K-12 hosts a Teacher Support Team of 7 members with more than 120 years of teaching experience between them. This team exists to support teachers in candidate member and member schools by providing resources, training, and feedback to ensure full professional development and successful implementation of the curriculum.
- Teachers will engage in nine days of professional development before the beginning of each school year, using the materials and support provided by Hillsdale K-12 Education programs and curriculum trainers. Training topics include classical education philosophy, moral/character development, and in-depth curriculum pedagogy and delivery techniques. Professional development is built into the schedule so the staff can fine-tune and work on personal and professional goals set at the beginning of the school year. The Socratic method is integral to teaching, especially in the middle grades. Particular focus will be given to professional development so the staff can become proficient in this skill.
- NCAE is finalizing an MOU with Founder's Academy in Las Vegas (see Attachment 27) to enable the staff and administration to access professional development at their school. This will include explicit instruction in the phonics and reading programs, the Singapore Math program, and the implementation of the Socratic Method.
- Teachers can access incredible resources using Hillsdale's K-12 Library. This online knowledge center has materials on all subject matter available at all grade levels. It is part of the service provided to administration and staff at all Member Schools and will be used consistently by staff and administration.

Parent Integration: At NCAE, parents are essential to the educational effort. Parents' support of the school's academic and character-building mission is necessary. NCAE will provide workshops or training videos for parents and families to learn about the school's philosophy and curriculum to help support and guide students to achieve virtuous living and academic excellence. Information provided in the school handbook will inform caregivers of best practices.

Parents are expected to:

- Model good character
- Help their children develop practical study skills
- Oversee regular reading, writing, and mathematics skill development
- Stimulate discussion and exploration of ideas and events with students
- Support the school's goals by familiarizing themselves with the Handbook and Charter, offering homework reviews, getting children to school on time, and having high expectations and aspirations that contribute positively to the student's success.

Parent integration is outlined more thoroughly in Section 2.3.

b) Principles Unique to NCAE

NCAE will provide a unique school model and learning environment for students by implementing a strong school culture that focuses on moral/character development and the management of restorative practices.

Moral/Character Development Embedded in School Culture and Curriculum: NCAE emphasizes moral/character development, a foundational step to prepare students for leadership roles in their schools and communities. Moral/character development will begin with school staff. They will exemplify virtues daily with other staff, students, families, and community members. Teaching virtues and character development are embedded into the routine of the day. Every day begins and ends with the pledge of allegiance, a moment of silence, and a recitation of the virtues. The classical curriculum heavily emphasizes character development, connecting character building to self-discipline. This unique, efficient approach addresses the restorative justice requirements and creates a safe and effective learning environment. Students, at all times, know and understand behavioral norms and expectations. Continual feedback, support, and acknowledgment allow students to model appropriate behavior. Students will be taught to love and pursue virtue in a setting where integrity, decorum, respect, and discipline are expected and required. Students will discover historical figures and literary characters who encounter challenges and rely on virtue-based decision-making to overcome challenges. Conversations will always return to present-day examples because of the continual emphasis on moral/character development. Classroom and school-wide behavior expectations will include developing and strengthening students' virtue-based decision-making in their daily lives at school, at home, among friends, and in the community.

Management of Restorative Practices: NCAE believes all students are good and deserve the chance to learn and reach their potential. Students who are successful academically tend to exhibit better behavior because they develop higher self-esteem and self-respect. Often, students struggle or act out at school when they have a hard time at home or school. Students will first meet with the school counselor to understand what obstacles the student might be facing that could contribute to behavioral issues. A guidance counselor is included in the budget, and this person's role is to help with restorative practices. They will also work to communicate with parents of foster, homeless, SpEd, and EL students regarding the success of these typically underperforming subgroups. The guidance counselor and teachers will work together to assess each student's unique learning and behavioral needs and then develop strategies to help each student be successful. Classroom assessments, eSpark, MAPS, and WIDA are among the assessments that will be used to inform teachers of students' progress and to help create an individualized learning profile for each student. To achieve our goal of reducing the number of disciplinary incidents by 5% each school year, we will review data regarding all disciplinary incidents upon completion of Year 1 and will adjust our discipline and restorative practices plans accordingly.

c) Structures Unique to NCAE

What makes our school unique?

One of the challenges for public schools today is the social pull to be "innovative," "creative," and "unique". As a result, schools often struggle to implement structures, programs, and systems to fidelity. New and improved textbooks, technology, and practices are introduced continually. If we do not ensure implementation fidelity and continuously measure our outcomes, we may not know which conditions lead to academic success and which do not. Teachers and leaders continue to work harder, but not necessarily smarter. They believe they are implementing and innovating well, but their student performance doesn't improve, and in the case of many schools, they have declining student achievement.

NCAE's "uniqueness" comes from its return to a basic, rigorous curriculum. NCAE is working to recover excellence in American public education. One of the NCAE Founding Board members attended a summer institute at the Harvard Graduate School of Education. There, he learned that the key to the success of any school is the three R's of education: rigor, relevance, and relationships.

As stated throughout our application, we will use effective evidence-based curriculum and instructional practices. We will work to minimize distractions, such as excessive use of technology to replace teacher-led instruction, and potentially harmful influences on an effective educational experience for our students. The following structures make NCAE unique and will provide students with a high-quality academic experience.

Emphasis on English Language Arts: In classical education, studying English language and literature is a teaching method to develop critical thinking skills, enhance communication skills, and gain a deeper understanding of the human experience. <u>McCoy (2021)</u> states, "Reading receives particular attention because it is the ultimate source of knowledge in all other subjects." "Writing also receives great focus because the written word is the chief way ideas are expressed and disseminated in the Western tradition."

Teaching methods emphasize grammar, vocabulary, and syntax to read, write, and speak effectively. Literacy is taught through an explicit, pure phonics program. Phonics instruction is not integrated with the Whole Language Approach. A wide range of literature is emphasized, including poetry, drama, and fiction, to help students understand the themes, characters, and ideas that have shaped human culture over time. Older students engage with literature to understand the stories and concepts, perspectives, rationales, follies, and triumphs within stories that shape the human experience (<u>Hrdlicka, 2022</u>).

Classical education emphasizes:

- 1. The mechanics of reading. This process is mastered in the early elementary years and consists of explicit phonics teaching.
- 2. Reading for understanding. This process begins in the early years through read-aloud activities and conversation. Mortimer Adler has a great book called, "How to Read a Book." It teaches people how to read slowly, a counterintuitive idea in our high-tech, high-speed world. He also teaches people to read books "above their head." Adler wrote, "If you are reading in order to become a better reader, you cannot read just any book or article. You will not improve as a reader if all you read are books that are well within your capacity. You must tackle books that are beyond you, or, as we have said, books that are over your head. Only books of that sort will make you stretch your mind. And unless you stretch, you will not learn (p.330)."³⁷ Classical education gives children the tools to read fluently and to think logically and carefully about ideas by following the author's arguments.

In addition to reading and writing, classical education emphasizes speaking and listening skills. Students engage in discussions, debates, and presentations, which help them develop the ability to communicate effectively and persuasively.

³⁷ Mortimer J. Adler, Charles Van Doren (2014). "How to Read a Book: The Classic Guide to Intelligent Reading", Simon and Schuster

This emphasis on language arts begins with English and extends to the language of math and Latin. Each subject requires attention to detail, understanding sequence, and thinking methodically. Studying Latin increases English vocabulary, reading comprehension, and math skills such as computation and problem-solving (Masciantonio, 1977).

Integration Structure across Core Disciplines: In classical education, an integration structure across core disciplines is a teaching method that emphasizes the study of ancient Greek and Roman literature, history, math, and science. The teaching method of integration connects core disciplines, leading to the development of critical thinking skills and a deep understanding of the human experience and the advancements within societies across millennia. By integrating these core disciplines, classical education develops students who can think critically, communicate effectively, and interconnectedly understand the world around them. One way this integration of subjects is accomplished is by using Aristotle's five common topics. The common issues are definition, comparison, relationship, circumstance, and authority (authority meaning law, maxim, precedent, or an expert's opinion/experience). Teachers skilled in using these topics to ask questions allow students to pull from their knowledge in all the subjects to discover new ways of connecting ideas. Fluency in math goes hand in hand with the skill of reading well. It helps children think logically and further allows them to think for themselves. By emphasizing mastery in literacy and numeracy, we show that our goal is to teach children how to think and not what to think. NCAE's teachers will receive 19 training days to learn and implement these methods effectively throughout the school year.

Spiraling Structure within Core Subjects: In classical education, a spiraling structure within core subjects refers to a teaching method in which students revisit core subjects and topics multiple times throughout their education, with each encounter building upon prior knowledge and skills. Students are exposed to the same concepts and skills at increasingly sophisticated levels of complexity as they advance in grade levels. This method fosters within students a deep and thorough understanding of core subjects and concepts beyond memorizing facts or formulas. For example, while studying literature, students read and analyze the same classic works multiple times throughout their education, with each reading deepening their understanding of the themes, characters, and literary techniques involved. These teaching methods help students develop a lifelong love of learning and a deep appreciation for classical literature and culture.

The Socratic Method: The Socratic Method is an effective teaching method to promote critical thinking, encourage discussion and debate, and develop reasoning skills among students. The Socratic method also promotes school virtues, as it takes courage to participate in this type of discussion and requires honesty, courtesy, and self-governance. Teachers ask purposeful questions regarding the subject matter to stimulate critical thinking, problem-solving, and meaningful class discussion and encourage students to develop their ideas and answers. Teachers are trained to ask questions to elicit student understanding instead of giving the answers or allowing students to go unproductive in gathering information or formulating opinions and ideas. For example, when studying literary texts, teachers ask questions that prompt students to examine the author's purpose, the character's motivations, and the themes of the work. The Socratic method challenges assumptions and negative thought patterns by bringing to the surface underlying assumptions and developing a clearer picture of the topic at hand. By asking questions such as, "What do you mean by that? How do you know? Can you give an example? What are the consequences of that? And what is the counterargument?", teachers can elicit changes in thinking and correct faulty thinking without pointing out that a student is incorrect. By engaging in this type of questioning, students are encouraged to think more deeply about the text and to develop their interpretations.

The Trivium: At the heart of classical education is the Trivium, a teaching framework for organizing the study of language and developing critical thinking skills. The Trivium consists of three stages: the grammar stage, the logic stage, and the rhetoric stage.

During the grammar stage, students learn the basic rules of language and how to read and write effectively. This includes the study of grammar, spelling, and vocabulary, as well as memorizing essential facts and information, leading to mastery. This sets the stage for content knowledge in subsequent phases of a student's learning trajectory. <u>McCoy</u> (2021) lists example activities in this stage, such as "diagramming sentences, writing in cursive, and writing brief expository sentences to ensure that students demonstrate mastery of the foundations of the written English language."

During the logic stage, students learn to think logically and critically about the information they have learned. This includes the study of formal logic, argumentation, and the analysis of texts and ideas. Example activities in the stage include reading classic literature to advance comprehension and identifying themes, characters, and literary techniques.

Students learn how to express their thoughts and ideas effectively and persuasively during the rhetoric stage. This includes the study of rhetoric, public speaking, and the art of persuasion. Example activities in this stage involve reading historical text from primary sources when appropriate to advance skills to analyze the authors' meanings and arguments critically. Students at this level will also state their perspectives on historical characters and events through essays, presentations, and debates. In this process, students learn to develop arguments based on factual information and engage in conversations with others with different viewpoints civilly and respectfully, fostering their civic virtue. Examples of the development of civic virtue from a classical approach to learning include accounts of Fredrick Douglass, Anna Julia Cooper, and Rev. Martin Luther King Jr. (Tate, 2021).

Classical Education Partnership Support: As a Candidate Member school, NCAE will receive ongoing, intense support on the content and instructional practice across all grades and subjects from <u>Hillsdale's K-12 Education Program</u> staff - all free of charge to NCAE. In addition, Hillsdale K-12 provides ongoing, significant assistance to school leaders and governing boards. These include counsel, best practices within these areas, and leader and board-specific training. Through Hillsdale's K-12 Education program, teachers receive explicit training in implementing all aspects of the curriculum with fidelity, including full training in Literacy Essentials, Singapore Math, and the Socratic Method. Because Hillsdale resources are available consistently throughout the year, NCAE classes will stay closely aligned in how the curriculum is implemented across grade levels and ensure it meets or exceeds the Nevada Academic Content Standards. Hillsdale also supports reviewing and ensuring alignment of its curriculum with the NVACS, including identifying high-quality supplementary materials.

2) Explain how these key features will influence student success. Cite evidence from your own experience, valid research, and/or provide a well-defined logic model and plans for studying the effectiveness.

NCAE's key features align with our school mission to cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences. Using the classical education model, NCAE's unique key features will drive student success by providing a comprehensive, structured learning experience, focusing on developing the whole student through the cultivation of intellectual and moral/character development. As referenced above and throughout the application, NCAE's unique programs, principles, and structures will align with the Nevada Content Standards and be delivered through a classical education program to drive student achievement and success. NCAE's classical education program will be implemented with fidelity by our teachers and administrators, who have received thorough professional development on the curriculum, pedagogy, and teaching methods.

Extensive research data in the literature is provided in detail in Section 2.1.c regarding high academic performance outcomes across diverse student populations attending classical education schools.

One board member has homeschooled her children using the classical model for eight years. Citing her family's experience with classical education, she explains, "In her early elementary years, my daughter memorized extensive lists of parts of speech in English grammar. For example, she memorized lists of helping verbs, linking verbs, irregular verbs, prepositions, and pronouns. Along with those lists, she learned the eight parts of speech (and their definitions), the five parts of a sentence, and the definitions of clauses and phrases. This memorization took place in about twenty minutes a day using songs, chants, silly voices, hand motions, and/or physical movement to make it fun (jumping jacks, balancing on one foot, running in place, etc.) Starting in fourth grade, my daughter began diagramming sentences. To diagram a sentence correctly, a student must understand the parts of speech and how their job changes depending on how they are used in a sentence. Sometimes, a verb acts as a noun. Sometimes nouns are subjects, but sometimes they are direct objects, predicate nominatives, nouns of direct address, or even objects complement nouns. Diagramming sentences requires attention to detail and an understanding of how the English language is composed. My daughter's memorization in first through third grade made diagramming sentences much easier in fourth grade. Because she had memorized the many parts of speech and how they could be used in a sentence before the demands of fourth-grade diagramming, her brain power was able to focus on one thing: diagramming. Had she not memorized those lists, she would have required daily review in the parts of speech, drawing out the exercise of diagramming sentences and causing her to be frustrated. Because she memorized a list of prepositions, she could spot prepositional phrases easily. Because she knew the definitions of clauses and phrases, it was easier for her to diagram the sentence logically and accurately, knowing how each part of the sentence fit together. Her first through third-grade memorization set her up for confidence and success as she moved on in her academic career. Further, my son memorized the same information about English grammar that my daughter did. In his seventh-grade year, he began a formal study of Latin. The memorized facts he knew about English grammar were beneficial as he began learning Latin nouns and their declensions. Had he not laid a solid foundation in English grammar through memorization, the work required in his first year of Latin would have been overwhelmingly difficult. Because he memorized his English grammar, it was much easier to understand the many nouns he encountered in his Latin sentences. He could think through the rules of Latin grammar for himself and translate sentences accurately because his English grammar foundation was so strong. Memorization is an incredible tool that boosts students' confidence and success."

When memorizing unfamiliar information, such as a poem with terms and vocabulary unfamiliar to that student, it is surprising how, by exposure, students connect to this content in a completely unrelated topic. This approach to learning is most closely related to the Cognitivist Learning Theories (e.g., Piaget, Bruner, and Vygotsky). Students learn by building upon what they already know. They generate knowledge and meaning through the sequential development of an individual student's cognitive abilities. These include the mental process of recognizing, recalling, analyzing, reflecting, applying, creating, understanding, and evaluating. The case for memorization through writing and physical engagement is strong "...participants in a 2021 study by Sivashankar memorized a list of action verbs more accurately if they performed the corresponding action than if they performed an unrelated action or none at all. "Drawing information and enacting information is helpful because you have to think about information, and you have to produce something meaningful," [Sivashankar] says. And by transforming the information, you pave and deepen these interconnections across the brain's vast neural networks, making it 'much easier to access that information'."³⁸

³⁸ Charlotte Hu. Why Writing by Hand Is Better for Memory and Learning. Scientific American. Feb. 21, 2024.

https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/?utm_source=pocket-newtaben-us

NCAE will build a strong staff of teachers who will uphold the school's mission while teaching and inspiring all students to learn skills, knowledge, and virtues through a robust curriculum. The most powerful skill a teacher can develop is the art of asking questions. One of the most significant teaching responsibilities is to continuously cultivate curiosity while refining their questions so that they've learned discernment tools. By asking good questions (both normative and analytical), teachers model to students how to think, reason, and learn. The skill of asking good questions and thinking well will follow students out of the classroom, allowing them to succeed academically, in their careers, in their civic duties, and in their family relationships. These programs will provide an environment to drive student achievement but will only be successful with the successful inclusion of Parent Integration. Andrew Kern, President of the CiRCE Institute, once said, "The quality of your life depends upon the quality of the questions you ask."³⁹ To support families and parents, NCAE will hold events twice per year designed to teach parents about classical education, the Socratic method, and how they can craft and use thoughtful questions at home with their children. As parents and children engage with each other in meaningful conversation, not only will children's success in school increase, but bonds between parents and children will be strengthened, improving the quality of life for both.

NCAE will create and foster a school culture that uplifts all students through a focus on moral/character development and management of restorative practices, from a viewpoint that all students are good and will make good behavior choices when good behavior is modeled by staff, exemplified in academic examples such as historical figures and literature figures, embedded in the school culture through the moral/character development program. In a market analysis of U.S classical education in grades PK-12 conducted by Arcadia Education, nine primary benefits of classical education were discovered. The second primary benefit is the pursuit of a life of value. Arcadia Education explains, "In classical education, students are asked to articulate their best insights and make their greatest contributions relative to distinguished luminaries and thinkers throughout human history. These luminaries and thinkers lived in many nations, were of many ethnicities, and represent currents of human thought globally over thousands of years."⁴⁰ As NCAE's students are exposed to great ideas from different countries, cultures, ethnicities, and periods, they will see that great thinking occurs on every continent, in every region, and by every race, creating respect and esteem for humanity as a whole. Arcadia Education states that in classical education, "There is no watering down for students who are perceived as incapable of succeeding, but rather, an elevating up with the deeply held conviction that all humans are capable of achieving great heights." NCAE values each student for his or her worth as a human being and for his or her great potential to do good. Students will make good behavior choices when good behavior is modeled by staff, exemplified in academic examples such as historical and literature figures, and embedded in the school culture through the moral/character development program. As outlined above, moral/character development will influence student success by allowing students to learn and thrive in a safe classroom environment while reducing disciplinary incidents year-overyear by implementing thoughtful, thorough, collaborative, restorative practices.

NCAE will provide a structured learning experience for all students by focusing on classical education's crucial and unique structures. These structures and the teaching method have shown student success at many other classical education schools across the United States (see next question), including those associated with the Hillsdale K-12 Education Office. Of these structures, the Emphasis on ELS through explicit and systematic phonics instruction establishes a solid literacy foundation by directly teaching letter-sound relationships through a specific sequence. This provides students the ability to decode the printed word. The scientific research supports this method.⁴¹ Suppose a child has not experienced a language-rich environment in his early life or has some learning difficulties. In that case, NCAE will modify reading instruction to provide support in school and at home. NCAE will partner with organizations,

³⁹ Eric Cook. Society For Classical Learning. Enduring Questions: Why Ask Them? Feb. 8, 2024

 ⁴⁰ Source: Arcadia Education. Market Analysis of U.S. Classical Education in Grades PK-12. Feb. 22, 2024.
 <u>https://arcadiaed.com/2024/02/market-analysis-of-u-s-classical-education-in-grades-pk-12/</u>
 ⁴¹ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3024599/

such as <u>Reading is Fundamental</u> and <u>Unite for Literacy</u>, to provide resources and free books for parents to help create a language-rich learning environment at home. The impact of reading at home has many benefits, including language development and brain development, promoting understanding of the world outside our own, strengthening family relationships, and providing endless possibilities. Reading 20 minutes per day will expose students to 1,800,000 words per year, compared to reading 5 minutes per day, which will expose students to 282,000 words yearly. In addition, students with learning disabilities will have direct instruction from SpEd and Reading Specialists. This will not, however, involve an abandonment of explicit phonics instruction. The approach to teaching reading includes thinking about how a student can engage with the works of great authors and how he will practice what a teacher models in her thinking about difficult passages. The Integration Structure, Spiraling Structure, Socratic Method, and Trivium will all work together to help students navigate their education, teach them how to think (not what to think) and drive them to develop a lifelong love of learning. The Classical Education partnership with Hillsdale K-12 is an incredibly unique opportunity that will give NCAE many opportunities to learn best practices from other schools, ensure adequate professional development for teachers, and develop robust evaluation and support services for students, all through implementing a successful model (see next section for performance data).

Plans for studying effectiveness include the process described in Section 3.6.3, where we discuss teachers working together in PLCs and reviewing data to make informed decisions.

3) Are there any portions of an existing school model that you will utilize in this proposed school? If so, identify the school and describe the student performance results driven by that model.

NCAE will implement a classical educational model that aligns with all Nevada Academic Content Standards with support from the Hillsdale K-12 Education Office. By fully implementing the classical education model, NCAE will achieve its mission of graduating students who know how to think, possess a lifelong passion for learning, and are effective thought leaders. These students will be able to communicate effectively and confidently; they can express themselves logically and persuasively. Hillsdale Member Schools show a track record of successful student performance and demonstrate evidence of improved proficiency rates for all students.

As mentioned in Section 2.1, in 2024, NCAE was one of eight applicants across the United States that the Hillsdale K-12 Education Office accepted as a new Candidate Member School. According to personal communication with Bryce Horswell⁴² (December 19, 2023), New School Development Manager at Hillsdale K-12 Education Office, in the 2022-2023 school year, twenty-three Hillsdale Member Schools were serving approximately 15,000 students across the United States. Each Member School served 650 students with an average waitlist of 400 students. Across the twenty-three Member Schools, 17% of students received special education support (Individual Education Plans and/or 504 Education Plans, not including RTI/MTSS students), 17% of students qualified for the free/reduced-cost lunch program, and 3% of students received support as English Language Learners.

Academically, in the 2022-2023 school year, 3rd-10th grade students at Member Schools, on average, scored more than 15% higher than their comparable state averages on reading and math proficiency assessments. Graduating students at Member Schools had an average SAT score of 1176 compared to the national average of 1028 and an average ACT score of 23.9 compared to the national average of 19.5. The 4-year high school graduation rate was 98.3%. Schools affiliated with the Hillsdale K-12 program outperform local public schools. 2018-2019 state performance data shows that 81% of Hillsdale member schools received the equivalent of an 'A' or 'B.'⁴³

⁴² https://docs.google.com/document/d/1_RlgYmAwua9H4s9ByDL1atKw-cuYKQsGf-InzPVnCFo/edit?usp=sharing

⁴³ Hillsdale College K-12 Education Office. "Useful Numbers to Share." Hillsdale College, 2021.

The Nashville Classical School in Tennessee emphasizes the students' shared understanding of knowledge yet offers them information about their world. Nashville Classical posts higher proficiency rates in ELA and math as a student body and by race than the district public schools. Nashville Classical more than doubled its students' proficiency rates in math (64.5% vs. 29.9%) and nearly doubled proficiency ELA rates (49.2% vs. 25.9%). Black students at Nashville Classical also achieve far higher rates of proficiency in ELA and math compared with their counterparts elsewhere in the school district and the state.⁴⁴

South Bronx Classical is located in Bronx County, among New York state's lowest-ranked ten counties in math assessments, and ranks below average in ELA assessments.⁴⁵ These students are more likely to come from an economically disadvantaged community. They are also more likely to experience housing insecurity and, as a result, lag in educational attainment. And yet, South Bronx Classical has attained nearly universal proficiency in core subjects. Their results surpass neighboring public schools' results.

Washington Latin was established in America's capital city in 2006. It utilizes the Socratic method, which allows students to express their reasoning but have opinions that are civilly challenged in their common pursuit of truth. Character and moral lessons are incorporated into the school disciplinary policies. Students learn leadership skills and conflict resolution. Behavioral deviations are corrected through the use of restorative practices. The school has a 90% four-year graduation rate compared to DC's 69% in traditional public high schools. Students in grades 5-8 and 9-12 exceed proficiency rates in public schools⁴⁶.

3.2 CURRICULUM AND INSTRUCTIONAL DESIGN

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

1) Provide a description of the proposed instructional design of the school and the type of learning environment the school will provide. Include the planned class size and structure, and the teaching methods that will be used.

At NCAE, teacher-led classroom instruction will be the primary emphasis within the learning environment - ensuring every classroom has a high-quality teacher, an innovative curriculum, and a safe, orderly learning environment. Within the framework of a teacher-led classroom, various research-based teaching strategies can and will be implemented. The teacher judges how and when these will be used and will be based on the data gathered, both formal and informal observations and best practices. Differentiation, small-group instruction, and one-on-one tutoring will be employed.

The instructional design will focus on teaching the Nevada Academic Content Standards using the Hillsdale K-12 Curriculum grade-level scope and sequence documents that ensure alignment and vertical integration between and among grade levels. The academic materials and curriculum are purposeful and specifically tailored to the values of classical education, with the content standards providing the focus for daily instruction. The Core Curriculum Class structures will be traditional, with Kindergarten through 3rd grade in our first year, and one grade level will be added each year. Class sizes will be as small as financially feasible. Class sizes per grade are specified in Section 4.5.

The classical education program will focus on the trivium, which refers to the foundational teaching of the first three arts - grammar, logic, and rhetoric. Grammar is the first stage and refers to the youngest years of a child's education. The goal is to build a foundation for future learning by establishing a sound knowledge base. The logic stage builds upon the

⁴⁴ https://manhattan.institute/article/classical-education-an-attractive-school-choice-for-parents

 ⁴⁵ Ray Domanico, "NYC Student Achievement: What State and National Test Scores Reveal," Manhattan Institute, March 2020
 ⁴⁶ https://osse.dc.gov/page/2018-19-parcc-results-and-resources

grammar stage and teaches students how to outline and evaluate arguments. Students consider narratives from history and English literature as well as the literature of other languages. In the rhetoric stage, students learn how to express their thoughts. Students learn to make written and oral arguments using knowledge and the tools developed during the logic stage. This stage relies heavily on the Socratic method, which pits ideas and arguments against each other in pursuit of truth. A classically educated student is appropriately skilled and imbued with a desire to seek truth in all further education after leaving school.

The K-8 curriculum will follow the Core Knowledge Sequence and the Hillsdale <u>K-12 Program Guide</u>. Core Knowledge's ELA curriculum aligns well with the Nevada Academic Content Standards in teaching skills or subjects. The K-8 curriculum guide is broken into a sequential guide that allows planning on a week-by-week basis and is easily aligned with the Nevada/Common Core State Standards. Any areas where the K-8 Core Knowledge Sequence and the K-12 Program Guide do not meet NVACS or skill areas are not fully aligned with the Nevada State Standards supplemental curriculum materials will be identified and taught to ensure alignment with NVACS for all students.

Educational priorities for K-8 students include

- Basic cognitive skills such as reading/writing/mathematics.
- Core subjects include English language and literature, history, geography, government, physical and biological sciences, and mathematics.
- Other classical subjects include music, art, and Latin.
- Auxiliary subjects: foreign languages, P.E. performing arts, and other social sciences.

In addition to the basic educational priorities

- The classical education program will introduce and seek to instill virtues of character and moral development in the lower-grade students to develop students' intellectual and personal habits, virtues, and skills upon which responsible, independent, and successful lives are built. This is outlined in more detail in section 3.1.
- All Grades 4 and 5 students will be informally introduced to Latin roots, which have been demonstrated to improve reading comprehension and vocabulary. The formal study of Latin begins in Grade 6.
- Students will study history through primary source documents. This will encourage and foster analytical skills and essential knowledge to think critically about elements that impact their culture and heritage.
- All students will be trained in study skills: time management, organization, memorization techniques, and notetaking. Each of these study skills will develop stamina for the challenging and complex work necessary for developing a solid work ethic. The study skills to be used by students serve multiple and long-term goals.
- 2) Using the table below, provide a comprehensive list of the school's curricula for core academic subjects.⁴⁷: English Language Arts, Math, Science, and Social Studies, and describe how these curricula align to Nevada Academic Content Standards.⁴⁸. Add rows as needed until the table reflects all grade levels and subjects.

Grade(s)	Subject	Product Name	Rationale for Selection
Grades K-6	ELA- Literature/ Reading/Grammar Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u>	Hillsdale K-12 Grammar/Composition and Literature Curriculum	K-6 Literacy Essentials is a multisensory, brain- based instructional approach, explicit and direct, to teaching phonics, spelling, reading, grammar, and handwriting. Literacy Essential features the day-by-day organization of instructional information. The curriculum

47 NRS 389.018(1)

⁴⁸ <u>https://doe.nv.gov/standards-and-instructional-support/</u>

	for English Language Arts	Literacy Essentials: The Journey from Spelling to Reading, (Grades K-6)Core Knowledge FoundationsClassic Children's 	covers phonemic awareness, the alphabetic code, orthography, vocabulary, writing and grammar, reading from accuracy to automaticity, and reading comprehension. Supplemental programs (Access Literacy) provide explicit instruction in phonics, reading, and spelling, which builds upon previously acquired skills. Supplemental materials will ensure alignment with NVACS related to required texts and novels. Classic stories contribute to what E.D. Hirsch, Jr. has called "cultural literacy." Classic stories form a bedrock of understanding that a literate person should have. By knowing these things, a person can better participate in
Grades 7, 8	ELA- Literature/ Reading/Grammar Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for English Language <u>Arts</u>	Hillsdale K-12 Grammar/Composition and Literature CurriculumInstitute for Excellence in WritingGet Smart and Stay Smart Grammar ProgramStructure and Style for the Classroom	social discourse and civil society. The fundamentals of writing are grounded in logic, focus, purpose, and organization. Students will understand the importance of the sense of purpose in writing, which is to communicate their thoughts in a cohesive, organized, and clear manner. Teachers develop a writer, not a composition, as students learn to be part poets and part engineers in their writing endeavors. Grammar has become the tool that is now applied in writing throughout all academic subjects. Emphasis is placed on applying grammar rules learned in the younger grades.
Grades K - 8	Mathematics Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for Math	Hillsdale K-12 Math Curriculum Singapore Math Dimensions Series K-5 Singapore Math Dimensions Series 6-8	The chosen math curriculum is Singapore Math Dimensions, with modifications to ensure alignment with the Nevada State Academic Standards. The Singapore mathematical framework focuses on five aspects: Concepts, Skills, Processes, Metacognition, and Attitudes. Students learn to think mathematically and rely on the depth of knowledge gained in previous lessons. The program adopts a 3-step learning process: concrete, pictorial, and abstract. Students develop the mindset that math is important and approachable through hard work and determination instead of innate talent, driving success for all students. Emphasis is placed on understanding relationships between

			concepts and building on the concepts systematically.
Grades K-8	Science Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for Science	Hillsdale K-12 Science Curriculum Core Knowledge Sequence (CKSci) (Grades K-5) Science Explorer Series: Prentice Hall (Grades 6- 7) Conceptual Physics, Paul Hewitt (Grade 8)	The curriculum follows thematically linked science topics/units based on the Next Generation Science Standards (NGSS) Core Knowledge Path, in alignment with Nevada Academic Content Standards, along with biographies of great scientists. Students become well-versed in fundamentals in elementary grades, which are built upon in subsequent grades. The scientific method is taught beginning at the kindergarten level. Scientific inquiry is a key component of all hands-on activities. In classical education, the art of applying mathematical models to the physical world is an essential component. Since the age of Isaac Newton, mathematical modeling has been applied to the study of all mobile beings.
Grades K-8	History/Civics Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for Social Studies	<u>Hillsdale K-12 History and</u> <u>Civics Curriculum</u>	NCAE will follow the Hillsdale K-12 curriculum for History and utilize culturally relevant supplemental materials to ensure alignment with Nevada Academic Content Standards. Students are exposed to American citizens who have exhibited virtue and courage. They learn from hearing about those who have given selflessly for a more significant cause. Fictional and historical literature is read in the original format whenever possible. Geography is taught through Location, Place, Human Interaction, Movement, and Regions.
Grades 4-6	Greek/Latin Roots of English words. Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for World Language	<u>Hillsdale K-12 Language</u> <u>Curriculum</u> <u>Well-Ordered Language</u> ; <u>Wheelock's Latin</u> Grammar Text	Latin is introduced and taught alongside English so that students learn the structural underpinnings of their language, expand their vocabulary, and improve reading comprehension. The study of Latin gives students the tools to analyze the English language more thoroughly, with greater understanding and the ability to apply analytic skills to its structure.
Grades 6-8	World Language - Latin Aligned to NVACS: <u>Nevada Academic</u> <u>Content Standards</u> for World Language	<u>Hillsdale K-12 Language</u> <u>Curriculum</u> <u>Wheelock's Latin</u>	Latin is a gateway language to cultures around the world. Spanish, French, Portuguese, and Italian are all rooted in Latin. These languages come from cultures whose influence spans continents. With a deeper understanding of the cultural connection, students will appreciate the backgrounds of other students.

The Hillsdale K-12 Curriculum includes a curriculum overview, Program Guide, and pacing guide for all grades. These resources are only available to Member Schools and Candidate Member Schools. More detailed lists of recommended resources can be provided upon request.

	or neuro Citta	sical Education			Interactive Table	will revea	il a deeper dive in	io with a station		2	0	10.000	
			Grammar School (K 6)				1		Upper Sc	hoal (7 12)			
	-	ELEMENTARY SCHO	DL & KINDERGARTEN-6TH GRA	NDE .		*	IDDLE SCHOOL 6TH-8TH	GRADE		HIGH SCHOOL	9TH-12TH GRADE		
_	Kindergarten	1 2	3	4	5	6	7	8		10	"		
MATH	Singspore Math Dimensions					Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus			
SCIENCE			Life, Physical & Earth Sci	ence			Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Other Advanced Science	Astronomy or Other Advanced Science	
ITERATURE	Classic Children's Literature, Sayings & Phrases, Poetry				Classic Liter	ature & Poetry	Ancient Literature	Medieval & British Literature	American Literature	Modern Literatu			
	Intro to American	American History & Geography			Europe 500-1815	America 1607 Present	Modern World 1815-Present						
HISTORY					America to 1877	America 1877-Present	Ancient World	Economics					
	History & Civics		World Histo	ry & Geography					10,500			Moral & Political Philosophy	American Government
READING, WRITING, & SPEAKING	S Phonics: Writing Speling & leading		ed Language				Logic & Rhetoric	Ele	ctive	Senior Thesis			
FOREIGN ANGUAGES	Greek & Latin Roots			Latin la	Latin Ib	Latin II	Latin III	Oth	Advanced Latin or er Foreign Language Ele	ctive			
FINE ARTS	Art & Music: History, Theory & Practice							Physical Educ	ation, Fine Arts,				
PHYSICAL		Physical Education							or Othe	r Electives			

3) Describe how the school will meet requirements to provide instruction in the arts, computer education and technology, health, and physical education 8F⁴⁹.

NCAE will follow state laws and regulations related to education, including requirements to provide instruction in the arts, computer education and technology, health, and physical education. To meet these requirements, NCAE will employ qualified teachers with expertise. The budget includes 0.4 FTE to provide co-curricular opportunities in the arts, computer, music, and physical education. Additionally, we will encourage partnerships with outside organizations or individuals to provide students with special presentations and instruction. Teachers will also integrate these disciplines within core foundational subjects and topics. Art and music are not considered supplemental or extracurricular studies in a classical education setting; they are deemed co-curricular subjects. The end and final purpose is to raise students to love and participate in the beauty of excellent music and art for their entire lives. Developing a palate for beautiful music and art is essential.

To ensure that students receive a comprehensive education in these subject areas, our charter school will follow the Hillsdale-approved curriculum, ensuring that it meets state standards and includes specific learning goals and objectives.

⁴⁹ NRS 389.018(3)

The weekly school schedule will consist of a daily 50-minute block for Art, Music, Computers, and PE. Art, Music, and PE will be 50 minutes weekly, and computer education/technology will be 100 minutes weekly. NCAE will regularly assess students' progress in these areas and provide additional support or enrichment as needed.

Art: Starting in Kindergarten, <u>Core Knowledge Art Resources</u> include "What Your Kindergartner/First Grader, etc. Needs to Know," "Art/Text Resources," "Children's Book of Art," and "Getting to Know the World's Greatest Artists." Students begin to focus on the seven elements of art-line, color, shape, form, value, space, and texture. Color theory is introduced in kindergarten. Architecture is introduced in fourth grade and continues throughout their elementary education. Students observe and discuss the story in specific works of art from different periods of history. For example, Native American Art and the Art of Ancient Rome and Byzantium are taught in third grade. As students advance their knowledge of art, they also grow to express themselves through various media as a learning opportunity and as an emotional and physical outlet. The art curriculum, as outlined in the Hillsdale K-12 Program Guide, aligns with the <u>NVACS</u> for Art.

Music: Starting in Kindergarten, students are exposed to the foundational elements of music - rhythm, melody, harmony, form, timbre, etc. Kindergarten through the upper grades, learn to recognize and produce a steady beat and the "rhythm of the words." They learn how to move responsively to various types of music, discriminating between fast and slow. They learn to sing unaccompanied, accompanied, and in unison. Students begin learning musical notation, such as half-note and whole note, etc. By sixth grade, students will know the names of lines and spaces in the treble clef, whole, half, quarter, and eighth rest. They will understand sharps, flats, and common times: 1/4, 3/4, 6/8. Students are exposed to various instruments, learn to play an instrument, and become familiar with the great music of great composers throughout history. Through this instruction, students will learn to understand and appreciate music in alignment with the <u>NVACS for Music</u>.

It is incumbent that teachers develop in their students an "ear for" and an appreciation of great composers and their works. Students build upon the patterns and paradigms that equip them to absorb music thoughtfully. They will be exposed to various genres of music to make meaningful connections between and among the other disciplines, such as history, science, and math. In addition, music and art are meant to be made regardless of the student's innate talent and not only provide a creative outlet but are instrumental in allowing students to express emotions that would otherwise be difficult to access and articulate. Participation in creating music and art is essential to its appreciation. In exposing students to involvement in various types of musical performances, students come to appreciate excellence. Core Knowledge Music Collection supplies the necessary materials for the teaching of music. Curriculum examples include "Teacher Handbook," "What Your Third Grader Needs to Know," " <u>Core Knowledge Music Collection</u>, Grades 3-5," "Text Resources," and "Getting to Know the World's Greatest Composers."

Physical Education: Physical education within classical education has the same purpose as the other disciplines: to foster an appreciation for the discipline of physical health and the introduction of the various types of physical activities that contribute to a healthy body. The role of classical physical education is to train the body intentionally for the good of the whole student. Physical education provides the opportunity to practice virtue and leadership by having students learn the limitations of their bodies and how this will help them overcome the desire to quit. Leadership is learned when students are assigned as team captains. The physical education program will meet all <u>NVACS for Physical Education</u> while fostering a lifelong love for physical activity within students.

Exercises learned in grammar school years will be intentional, foundational, and progressions based. Regular exercises must be practiced daily to perfect form. These are built upon over a year as well as year over year. Exercises and games are designed to coincide with physical and cognitive development, and games will progress throughout a student's school career. In kindergarten, students are introduced to a daily exercise routine that fosters body awareness and movement patterns. Students have a quarterly fitness test with assessments in running, strength, and coordination activities, during which they are encouraged to improve their previous scores. Dance is part of physical education for all age groups. Dance teaches coordination and working in harmony with others and plays a crucial role in teaching

etiquette. Students in all grades also learn different age-appropriate games and activities. This includes Capture the Flag, Relay Races, and Scooters. They also participate in sports units, learning rules and strategies like volleyball, football, track and field, ultimate frisbee, and racquet games.

Health: The culture and classroom expectations at NCAE address the <u>NVACS for Health</u>. The 2020 NVACS for Health states, "Mental and Emotional Health (ME) are foundations for achieving life-long wellness. Children who can effectively express their feelings, thoughts, and emotions can better cope with stress, develop and maintain healthy relationships, and practice empathy. Teaching mental and emotional health skills will help improve self-esteem, reduce violence and self-harm, and lead to higher levels of academic achievement." The behavioral and emotional standards are continuously and explicitly taught in a classical education classroom based on the expectations surrounding how students learn to exhibit appropriate behaviors and attitudes. The physical education program also encompasses the <u>NVACS for Health</u> standards and expectations (Nutrition and Physical Activity - NP).

Computer Education and Technology: Computer and technology instruction begins in the elementary grades and will align with NVACS for Computer Science. Basic computing skills such as word processing, navigation, and typing on a closed program will be taught during a computer block. While the classical school model favors paper and books over technology, in the secondary grades, students expand their use of technology in the classroom and through the computer specials block. Additionally, many classical schools boast robust extracurricular clubs for students focusing on science and technology, such as robotics and coding. NCAE will provide 21st-century skills and technology through robust coursework and extracurricular clubs. The use of technology in a classical education program is purposeful and thoughtfully implemented to encourage students to learn in various ways through various methods. Current research shows that students learn better when asked to "produce letters or other visual items using their fingers and hands in a coordinated way—one that can't be replicated by clicking a mouse or tapping buttons on a screen or keyboard."⁵⁰ The same research has also identified a correlation between handwriting engaging different brain regions at levels different from other standard learning experiences, such as reading and observing (Hu 2024). According to Charlotte Hu "A recent study in Frontiers in Psychology monitored brain activity in students taking notes and found that those writing by hand had higher levels of electrical activity across a wide range of interconnected brain regions responsible for movement, vision, sensory processing, and memory. The findings add to a growing body of evidence with many experts speaking up about the importance of teaching children to hand write words and draw pictures."

NCAE proposes to involve families and the community in supporting instruction in these co-curricular and special subject areas. This will include inviting parents to attend performances or exhibitions of student work, partnering with local health organizations to provide health education and resources, or encouraging families to engage in physical activity and wellness initiatives. The community has many field experts who could be tapped as guest speakers. Elko has a vibrant community college that has been an exemplary partner for many types of student activities, including the arts, at all levels.

4) Identify the instructional strategies that will support the education plan. Explain 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.

To address the skill, content knowledge, and work ethic deficits expected from some incoming students, the school will automatically provide differentiated instruction in at least two main areas, possibly providing support in other academic areas on a case-by-case basis. In middle school math, the school will group students by ability. Students will be assessed after several weeks of math instruction, and this assessment will provide teachers with both a baseline of student

⁵⁰ <u>https://www.scientificamerican.com/article/why-writing-by-hand-is-better-for-memory-and-learning/?utm_source=pocket-newtab-en-us</u>

learning and a significant metric for placing students into ability-based groups. As with math, literacy assessments and tools will determine all students' specific needs and aptitudes.

Use of Differentiation and RtI: NCAE will provide differentiated instruction in its literacy and reading curriculum. The Literacy Essentials program is quite similar to the Orton-Gillingham and Spalding programs employed by many schools for reading remediation. By using this program with all students, the school expects to meet many student literacy problems before they develop. Students reading and writing at a slower pace than their grade cohort will be automatically trained in the language of instruction used in reading remediation—and they will receive remediation as problems are identified. NCAE will provide struggling students additional literacy instruction and intervention through scheduling blocks or Friday interventions.

Students will receive differentiated instruction in the course of reading practice, wherein students will receive intervention in small groups and/or be led through a reading practice regimen designed to meet each student at his or her level and address identified gaps. Likewise, appropriate formative assessments will evaluate all students' math and numeracy skills and content knowledge. These assessments and the teaching materials will provide all students with direct instruction, practice, and extension content. Outside of mathematics and literacy, NCAE will use differentiated instruction on a case-by-case basis. The K-12 Program Guide allows for a significant latitude concerning particular topics and works of literature. The curricular emphasis on literary classics is beneficial as most works are available in various adaptations that can be used for struggling readers, and the Hillsdale K-12 curriculum has identified many such versions. In all cases where differentiated instruction is offered to students performing below grade level, the differentiated instruction will intend to bring student performance up to grade-level standards. Highly effective teachers will intentionally use all these strategies to engage students, including those performing below grade level, maximizing their benefit from the curriculum. NCAE's targeted student population deserves the opportunity to explore and flourish as scholars and citizens through a demanding yet enriching classical American education.

NCAE Instructional Strategies	Explanation of how they are well suited for the anticipated student population
Teacher-led Discussion or Lecture	These methods of instruction allow the teacher to impart his or her knowledge to the students. Beginning in the early grades, students will be taught how to take outline notes, which helps engage them during the lecture. Teacher-led discussions and lectures in storytelling or read-alouds will be used most frequently in the lower grades.
The Socratic Method	This method includes using direct, intentional questions to guide students' understanding of problems and their solutions. This will be a fundamental part of instruction, particularly in literature and history courses. The Socratic method is appropriate for the anticipated student population since it assumes more discussion and less independent reading without guidance.
Explicit and Systematic Phonics Instruction	The foundation for literacy is established by directly teaching letter-sound relationships through a specified sequence, and students can decode the printed word. Scientific research supports this method. ⁵¹
Explicit English Grammar Instruction	Using tools such as diagramming and the study of root words, students will be equipped to speak and write with high communicative competence. As students learn to identify parts of speech and seek to develop syntax, they can communicate more clearly on all

⁵¹ https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3024599/

	levels. The more they know about the English language and its structure, the greater their ability to express more complex thoughts quickly and fluently.
Tier 2 Flexible Groupings	Tier 2 instructional supports and strategies are most effective through flexible reading, writing, and math groupings. These targeted groupings will allow NCAE to tailor instructional techniques to meet the needs of all types of learners. NCAE will provide small group and individualized support for all learners while maintaining the exact expectations and outcomes, ensuring that all students are held to high standards. Those students with IEPs, 504s, EL, and other support plans will receive accommodations as required individually. As additional assessments suggest, they will be moved across groupings to ensure the student is challenged appropriately and developmentally soundly. All students will be responsible for mastery of the same skills and concepts and will be required to take the same assessments regardless of grouping (using accommodations as applicable). Teachers will use differentiated instructional strategies to optimize the learning of all students.
Utilization of Primary Source Documents	Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, artifacts, and books. Although sometimes life lessons (e.g., motives, ethics, and "cause and effect") are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that occurred and introduce students to the individuals who lived them. Especially in the upper grades, history instruction at NCAE will depend upon primary source documents. For example, American history teachers will introduce students to historical works that contributed to the formation of American society and culture, such as George Washington's "Farewell Address" and Martin Luther King Jr.'s "Letter from Birmingham Jail."
Teaching of Study Skills	Time management, organizing, memory techniques, note-taking, and outlining will be emphasized throughout NCAE and integrated throughout the curriculum to equip students for higher learning. These skills serve various purposes for students, teachers, administrators, and families. Note-taking by hand, for example, improves retention of information and provides the student with information from which to study for assessments. Additionally, reviewing students' notes can inform the teacher or parents about a student's attentiveness or ability to make sense of the teacher's lesson. Ultimately, developing the skill of note-taking leads to the development of stamina for challenging and complex work, which is imperative for promoting a strong work ethic. Each study skill introduced to and used by the students serves multiple and long-term goals.

All founding members of NCAE are passionate about our belief that all students can learn and should be held to high yet attainable standards. Too often, students who are identified as English Learners or with a learning disability are dismissed by a system initially set up to support them, but in turn, ends up lowering expectations, making excuses for failure, providing the erroneous message that they are not capable of learning what or how in comparison to their peers. Regardless of the challenges a student may face, NCAE is committed to using all resources - human, material, and financial - to be sure that all students reach their full academic and civic potential. To realize this vision, NCAE will implement the Hillsdale K-12 classical education program with a core focus on science, math, literature, and history. Along with these core subjects, emphasis will be placed on art, music, and foreign language. This is not only well-suited

for the targeted population but is necessary. Families in Elko County do not have an opportunity to challenge their children to learn and excel with a classical academic model and character development because a charter school based on teaching a classical education does not exist in the County. NCAE is committed to providing an excellent education opportunity for ALL students by ensuring that the instructional methods and structure of the environment give the space for highly motivated students to truly understand the excitement of learning new and meaningful information. Students in this environment will engage in Socratic explorations and make impactful discoveries, all while using every minute of instructional time to its fullest. These students will be led by highly knowledgeable and skilled teachers who are equally excited to teach as they are to learn. NCAE believes all students, regardless of gender, race, or socioeconomic makeup, should have this opportunity.

5) Explain how the proposed instructional model and curriculum will meet the needs of and enable measurable growth for all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level, according to the Nevada Academic Content Standards.⁵².

Nevada Academic Content Standards (NVACS) serve as expectations for what students should know and be able to do at each grade level. The standards support instructional personnel in planning for effective teaching and learning the foundational outcomes of a course of study. The end goal of setting high academic content standards ensures all students will be college and career-ready upon graduation from high school. The NVACS standards set clear, measurable goals to inform instruction and measure achievement. To achieve these high standards, all children must have access to high-quality and rigorous instructional materials and resources and a solid understanding of what students must know and be able to do. One guiding tenet of the classical education instructional model is explicitly teaching and learning the principles of moral character and attaining virtue for all students—classical liberal education guides in the essential task of moral formation. Students are guided into becoming self-reliant and self-governing individuals. The classical school culture demands moral virtue, decorum, respect, discipline, and studiousness. Children observe and then have daily opportunities to practice these behaviors and expectations. Despite limitations, all students can become model citizens with support and encouragement. Student efficacy and self-determination are incumbent upon their ability to see themselves as worthy and capable of making good decisions about the trajectory of their academic, social, and emotional progress.

The classical education instructional model and curriculum implementation are designed to meet the needs of students, regardless of their abilities, backgrounds, or academic levels. To ensure that all students have access to the curriculum, the instructional model is inclusive, flexible, and differentiated because teachers understand the "how and why" of implementation. The proposed classical education instructional model, approach, and curriculum will meet the needs of different groups of students, according to the Nevada Academic Content Standards:

- 1. *Students with disabilities*: The instructional model will include accommodations and modifications to meet the needs of students with disabilities. The model will include assistive technology, visual aids, or adapted materials. Additionally, with the expertise of the Special Education teacher, the curriculum will be designed to be accessible to students with different types of disabilities, such as hearing or vision impairments. Special Education teachers can pull out a group of students during the regular class period to work on specific skills.
- 2. English language learners (ELs): The classical education instructional model will provide language support and scaffolding for ELs to access the curriculum. This would include strategies such as visual aids, graphic organizers, and language development activities. The classroom teacher/EL specialist allows ELs to practice their language

⁵² <u>https://doe.nv.gov/standards-and-instructional-support/</u>

skills in different contexts regularly through reading, writing, and speaking. WIDA will be used to monitor student progress and will always be available to all stakeholders.

- 3. *Economically disadvantaged students:* The classical education instructional model will provide additional support and resources to help economically disadvantaged students succeed academically. The classical model has been successfully used in schools with a very high percentage of economically disadvantaged students. Approved strategies and methodology will include tutoring, mentoring, or after-school programs. Additionally, the curriculum is designed to be culturally responsive and relevant to the experiences of these students. Parents are invited and expected to be a major presence in their child's education. With support from multiple entities, students can overcome some life circumstances inhibiting academic growth. Students exposed to the moral virtues and overarching values embedded within the everyday curriculum through explicit teaching, modeling, and exposure will develop the social/emotional skills to overcome some of the issues that tend to arise for these students.
- 4. *At-risk students:* The classical school culture and the various instructional models that will be implemented provide additional support and resources to help at-risk students succeed academically and socially. This will include counseling, social-emotional learning activities based on the virtues and moral code at NCAE, and opportunities for positive peer relationships. The curriculum is designed to engage and motivate these students through the real-world applications they will encounter when interacting with peers, staff, and other personnel within the school.
- 5. *Students above or below grade level*: The instructional model will be differentiated to meet the needs of students above or below. This will include enrichment activities and beyond-grade-level curricular opportunities for advanced learners and remediation or extra support for struggling students. Additionally, with teacher oversight, the curriculum provides opportunities for students to work at their own pace and level, such as through self-paced modules or a more personalized learning pathway.
- 6) If the proposed charter school intends to include a career and technical education program, provide a description of the career and technical education program and courses that will be implemented by the charter school.

Not Applicable

3.3 PROMOTION AND GRADUATION REQUIREMENTS

Questions 1 and 2 are required of all applicants. Questions 3 and 4 are only required if the proposal includes a high school program.

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

Promotion policies determine whether a student will advance to the next grade level, while retention policies determine whether a student will repeat the same grade. NCAE's Governing Board will implement detailed policies outlining the criteria for promotion and retention. These criteria will include:

- Academic performance: Students must demonstrate mastery of specific subject areas and meet grade-level expectations. They must pass exams, complete projects, be proficient on the SBAC criterion-referenced assessment, and meet other requirements. The Board will make the final determination for specific guidelines based on Hillsdale's model schools.
- Attendance: Regular attendance is essential for students to learn and succeed in school. NCAE's policies require regular attendance to be promoted to the next grade and will agree with state statutes. Our targeted schools have a chronic absenteeism rate of 35%, and we have set a goal to reduce that by 3% per year.

 Behavior: NCAE staff will expect students to behave appropriately, according to the information that will be available before a student is enrolled. Appropriate behavioral standards are essential to our charter school's culture and success. Consistent, positive examples and appropriate feedback directed at students exhibiting exemplary and concerning behaviors will be an everyday, ongoing occurrence. Students who engage in serious misconduct or violate school policies might be retained if and when this concerns the full picture of a student's needs.

NCAE will communicate promotion and retention policies to stakeholders, including students, parents, teachers, and administrators. The following methods will be used to inform stakeholders of these policies:

- Student handbooks: The administrator, and possibly staff, with input from the Board, as well as using Hillsdale information, will publish student handbooks that outline policies and procedures, including those related to promotion and retention.
- Parent-teacher conferences: Teachers will discuss a student's progress with parents during parent-teacher conferences, including whether a student is on track for promotion and/or retention. These considerations will be addressed as early as possible in the academic year.
- Report cards: We will issue report cards that provide feedback on a student's academic performance through Standards-based grading and include information about promotion or retention. Report cards are also an opportunity to have a running record of achievement in all aspects of a student's school career.
- School websites: NCAE will post policies and procedures on the school website, as well as other important information for stakeholders.
- Meetings: Meetings or workshops to discuss policies and procedures with stakeholders, answer questions, and address concerns will be convened as needed.

The Governing Board and School Leader will determine matriculation policies and procedures, and they will be agreed upon and followed by all stakeholders, as this is essential to ensure that students progress through school and achieve academic success. Effective communication with parents is critical to ensuring everyone understands these policies and procedures and will work together to support student learning and success.

PROMOTION AND RETENTION POLICY

1. Kindergarten

Students generally spend one year in kindergarten and are promoted to first grade at the end of the year. Individual students may sometimes benefit from a second year in kindergarten. NCAE uses the Light Retention Scale to help determine that. In these instances, teachers, the School Leader, and/or counselor may recommend this to parents or guardians. Chronic absenteeism will be one of the considerations for retention. Because of Nevada School Law concerning first-grade entrance age, parents' or guardians' consent is needed before this recommendation can be executed.

2. Grades 1 – 6

The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous, and student advancement through the curriculum should be according to the student's demonstrated mastery of content rather than the student's age in years or school. Chronic absenteeism will be one of the considerations for retention. Before any student may be retained in the same grade, the student's teacher and School Leader must reasonably arrange a meeting with the parents or guardians to discuss the reasons and circumstances for retention. NCAE uses the Light Retention Scale to help determine that. In a joint agreement, the teacher and School Leader have the final authority to retain a student.

3. Grades 7-8

A student in grade 7 must satisfactorily complete one semester with a passing grade in mathematics, English or reading, science, and social studies for promotion to 8th grade. The School Leader has the authority to determine the course(s) that must be repeated. No student may be retained more than once in the same grade. A student in grade 8 must satisfactorily complete three semesters with a passing grade in mathematics, three semesters with a passing grade in English or reading, two semesters with a passing grade in science, and two semesters with a passing grade in social studies during the 7th and 8th-grade years for promotion to high school.

The 7th and 8th-grade students will also participate in community service projects as part of their learning experience. While not a requirement for promotion, NCAE believes that when students get involved in giving back and helping their community in a way that is meaningful to them, the lasting benefits are profound. We are responsible for instilling in our students the value of giving back to their community. The middle school staff will work with their classes to determine whether to develop a yearlong or one-time service project based on a community need.

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

To proactively address at-risk student concerns, NCAE is committed to using the MTSS framework to pull together the various student supports available within the school, community, and state. Our MTSS framework addresses the need for early warning systems that identify students who are at risk of falling behind academically; academic interventions such as tutoring, after-school programs, and summer school to provide additional support for struggling students, counseling and social-emotional support, including individual counseling, group counseling, and mentoring programs, engaging families in the process of supporting struggling students with regular communication between school staff and families, parent-teacher conferences, and workshops to provide families with strategies for helping their child's academic success, giving summer school options for students to earn additional credits and catch up on coursework. The NCAE Governing Board will adopt policies that govern credit recovery, how credit recovery grades are calculated, how students are assigned credit recovery courses, and how teachers of record will interact with credit recovery facilitators when applicable (middle school).

3) For high school programs, explain how the school will meet state graduation requirements.⁵³. 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.

N/A

4) For high school programs, explain how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).

N/A

3.4 DRIVING FOR RESULTS

The SPCSA will evaluate the performance of every charter school annually, and when considering applications for renewal and contract amendment according to a set of academic, financial, and organizational performance

⁵³ <u>https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/Diploma_Requirements_934f99b138.pdf</u>

standards that will be incorporated into the charter agreement and measured by the SPCSA Charter School Performance Framework⁵⁴, the Nevada School Performance Framework adopted by the Nevada Department of Education.⁵⁵, and applicable law and regulation.

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

1) Describe the mission-specific academic goals for the school. 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.

NCAE's long-term academic achievement goals are to exceed all average achievement levels of Elko County and the state of Nevada. We endeavor to increase student achievement at a steady, challenging, yet attainable rate.

<u>Mission</u>

To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.

Vision

Nevada Classical Academy Elko will develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school that provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.

Goals:

- 1) Attain a 4-star school rating by the 2027-2028 school year
- 2) Increase academic proficiency rates of students across all demographics by 5% each school year
- 3) Reduce disciplinary incidents by 5% each school year
- 4) Reduce the chronic absenteeism rate by 3% per year compared to the current rate at our target schools
- 5) Achieve parent inclusion targets of 100% participation in parent/teacher conferences and 50% parent involvement through volunteering or other activities

For grade level success rates, the performance pathway is the number of students on track and having mastered the content standards as evidenced by SBAC (in grades 3-8), NWEA MAP, and other standardized and norm-referenced quantitative measures. Student class achievement will be measured using formative and summative assessments, which will be analyzed during PLCs to guide curricular and instructional decision-making. We will define student success in terms of continuous growth and demonstrated learning/proficiency in core classes and on the SBAC and MAP assessments.

Once baseline data is collected, the MTSS and educational staff will determine specific goals and targets annually. Beyond MAP proficiency and growth goals after the fall testing cycle, the team will also analyze English language proficiency data based on the WIDA data to set differentiated proficiency and growth goals based on the language standards. Another metric we will measure and track will be daily absenteeism and chronic absenteeism. We will set targets as a team and monitor attendance throughout the year.

⁵⁴ <u>https://charterschools.nv.gov/ForSchools/Accountability/</u>

⁵⁵ <u>https://doe.nv.gov/accountability/nspf/</u>

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

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2025-26	2026-27	2027-28
Reading	Both	MAP 3X/year	50% at or above the 40th percentile	60% at or above the 40th percentile; 80% making adequate growth	70% at or above the 40th percentile; 85% making adequate growth	80% at or above the 40th percentile; 90% making adequate growth
ELA	Both	MAP 3X/year SBAC 3rd-8th	SBAC 3-8 K-5: 37% 6-8: 33.2%	Proficiency Rate: K-5: 50%	Proficiency Rate: K-5: 55%	Proficiency Rate: K-5: 65%
Math	Both	MAP 3X/year SBAC 3rd-8th	SBAC 3-8 K-5: 32.4% 6-8: 20.6%	Proficiency Rate: K-5: 45%	Proficiency Rate: K-5: 55%	Proficiency Rate: K-5: 65%
Science	Both	SBAC 5/8	SBAC 3-8 5/8: 21.6%	Proficiency Rate: 5: 50%	Proficiency Rate: 5: 55%	Proficiency Rate: 5: 65%
Writing	Both	SBAC 5/8	SBAC 3-8 5/8: 40.1%	Proficiency Rate: 5: 50%	Proficiency Rate: 5: 57%	Proficiency Rate: 5: 65%
EL/WIDA	Both	ELPA Assessment	10.1% Proficient	17% Proficient	25% Proficient	35% Proficient
Absenteeism	Both	ECSD Attendance Data	34.3% Chronically Absent	31.3% Chronically Absent	28.3% Chronically Absent	25.3% ChronicallyA bsent

Source: Nevadareportcard.nv.gov 2022-2023 data for Elko County

3) Explain how the baselines in the table above were set.

We set our goals based on the most recent available data, the <u>2022-2023 results for Elko County School District</u>. As we begin the 2025-2026 school year, we will have the data from our enrolled students so that we may make adjustments based on any significant anomalies. For example, chronic absenteeism for Elko County will most likely continue to decline each year as we move out of the pandemic and return to previous rates. If we determine our student population has a historic absenteeism rate that is significantly lower, we will ensure our goals are challenging yet attainable. It will be the 2027-2028 school year before we have 5th-grade end-of-year SBAC and MAP data, so while we included the current rates for Elko County, we will adapt based on our assessment data from previous years and current proficiency indicators. The MTSS team and instructional staff will determine the most appropriate goals yearly for our School Performance Plan.

4) Articulate how the school will measure, evaluate, and report academic progress – of individual students, student cohorts, special populations, and the entire school – throughout the school year, at the end of the academic year, and for the first six years of operation. How will the school monitor for disparities in academic performance between student groups?

The instructional team will set academic achievement goals using various sources and data-based evidence to determine the most appropriate yearly goals. Through our PLC-embedded progress monitoring systems, NCAE will measure, evaluate, and report academic progress regularly to ensure continuous monitoring and analysis of educational performance data. Through the teaching and learning process, PLC teams will report on classroom assessments, standardized assessments, individual learning plans as appropriate, subpopulation data, attendance trends, and other pertinent data at regularly scheduled intervals. The leadership team will collect and generate reports on performance on SBAC, MAP, WIDA, and other school-wide assessments. Beyond the inner school structures, teachers and case managers will meet with parents during conferences and more often for cohorts receiving Tier 2 and Tier 3 services and supports. Data presentations will occur at Governing Board meetings at set times throughout the year. Through the first six years of operation, NCAE will establish, implement, and continually improve our data systems, look at trend data over time, and make decisions based on the longitudinal data to address systems that show gaps in progress.

The school will monitor disparities through our data systems. Disparities will not surprise us when we receive our endof-year summative assessment results. Disparities and gaps will be identified and addressed early and often throughout each academic year. Frequent progress monitoring to ensure students are meeting benchmarks and mastering the content standards will ensure we are monitoring for disparities between student groups. After every academic year, NCAE will create a comprehensive report on student academic progress with schoolwide, grade level, special populations, and subgroups to report to the Governing Board and to use in the following year's orientation meetings when setting annual goals. This data will be used to evaluate the effectiveness of the components of our instruction programming and make the necessary adjustments to ensure our students meet academic standards. This information will be communicated through our performance plans, open house parent meetings, on our website, to the NDE and SPCSA, and to the Governing Board to demonstrate our continuous improvement and instructional focus.

5) Describe the corrective actions the school will take if it falls short of student academic achievement goals at the classroom, cohort, special population, and/or school-wide level during the year or based on end of year assessments. Explain what performance levels would trigger such corrective actions and who would be responsible for implementing them.

When classroom, cohort, special population, and/or school-wide performance falls short of desired outcomes and expected growth and proficiency levels, they will be addressed immediately. The first step in the process will be to determine the root cause of the shortcoming. From there, we will ensure our corrective measures are aligned with the need or gap. At the classroom level, we may create a teacher support plan to help improve instruction and support student learning. This plan may include additional observations, mentoring, professional development, materials delivery adjustments, and other classroom-based support. The corrective action root cause analysis indicates a cohort or grade level concern. In that case, NCAE staff may re-evaluate the lesson design and planning work done during PLCs, the curricular or instructional strategies and the instructional match with that cohort, the alignment of interventions, the delivery, and the use of materials during intervention blocks, the need for additional or adjustments in the allocation of resources and making changes to the MTSS support services as examples. Suppose the shortfall is within a special population, such as students with disabilities or EL students. In that case, NCAE may provide additional support and accommodations such as specialized materials, assistive technology, and changes in staffing supports, as well as address gaps in curriculum, instruction, scaffolds, and spiraling.

At the schoolwide level, the root cause analysis may indicate the need to adjust professional development priorities, implement additional supports, and change instructional strategies, curriculum, planning and delivery systems, and other school-wide corrective actions. The School Leader is ultimately responsible for ensuring the root cause analysis and implementation of corrective actions occur. Working with the leadership team, the School Leader is accountable for ensuring the systems are in place and operating with fidelity to student academic achievement, which remains the school's primary focus.

- 6) 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. Describe how these assessments will be used.
 - a) How will you support teachers in developing embedded assessments and checks for understanding in order to ensure that instruction meets student needs?

In addition to SBAC and NWEA MAP, MAP diagnostic tools, and the kindergarten screening assessments, we will use the tools within the curriculum, including weekly classroom math, ELA, social studies, and science assessments from the Literacy Essentials, Singapore Math, Hillsdale's K-12 Program Guide curricula. NCAE's ongoing comprehensive assessment plan will administer embedded interim assessments throughout the year at each grade level. We will have professional development opportunities, formal curriculum implementation training several times yearly, and grade-level planning time to support teachers. The Literacy Essentials includes spelling, phonics, cognition, composition/grammar, and comprehension assessments. Singapore Math, in addition to unit checks, has placement tests administered at least twice annually. Hillsdale K-12 Program Guide assessments are administered throughout the year to evaluate the specific content standards in each unit and the mastery of the lessons taught. These ELA, science, and social studies assessments are formatted to provide teacher flexibility within the content standards to allow for differentiated instruction. Formative assessments will also include classwork, presentations, portfolios, and other classroom activities that are indicators of student progress and proficiency.

b) Explain how you know that the proposed interim assessments are valid and reliable indicators of progress. Explain how these interim assessments align with the school's curriculum, performance goals, and the Nevada Academic Content Standards.

Literacy Essentials is a research-based, multi-sensory phonics and reading curriculum appropriate for teaching all students the explicit phonics, reading, and language arts skills they must learn to succeed. It provides a strong foundation and has an effective remedial program for students with academic challenges. Likewise, Singapore Math research⁵⁶ shows because of its conceptual solid foundation in fundamental mathematics, students learn the necessary skills to be successful. Singapore Math curriculum is written to allow teachers to identify and focus on specific skills and concepts - moving them to mastery of the NVACS content standards - before they advance to the next level. The curriculum-based interim assessments are embedded into and directly aligned through classroom unit planning and daily teaching experiences.

Additionally, using NWEA MAP assessments and diagnostic tools will identify where students need additional support and where our instruction may need to be adjusted to meet our performance goals and the NVACS. MAP aligns with the NVACS, which ensures that the assessment measures the skills and knowledge that students are expected to learn.

⁵⁶<u>https://www.realcleareducation.com/articles/2024/03/12/could singapore math be a fix for us mathematics education 101</u> 7752.html

c) Articulate how interim assessments will be used to inform instruction and key decisions throughout the school year. How will teachers and school leaders be trained in their use?

NCAE will use the interim assessments discussed above to set annual goals and adjust and inform daily instruction throughout the school year. By providing teachers with data on a timely basis based on the curriculum, sequencing guides, unit planning, and weekly lesson planning, teachers can feel more confident in their instruction. Teacher and school leader orientation, formal follow-up training, and the regularly scheduled PLC blocks will be vital to implementing and analyzing interim assessments to ensure informed instructional decisions and adjustments occur throughout the year. The MTSS/Rtl and PLC structures and systems will provide teachers with continuous training, time, and support in utilizing the interim assessment data.

7) For each interim assessment identified above, provide quarterly performance targets that you will use to confirm that the school is on-track to meet the previously described academic goals throughout the school's first year with students. *Add rows as needed.*

Target	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Kindergarten Readiness in Math/ELA	Brigance & KEA	Baseline will be determined at the beginning of academic year	TBD	TBD	TBD
Mathematics Progress	Singapore Math Interim Embedded Assessments	50% average proficiency	55% average proficiency	60% average proficiency	65% average proficiency
Literacy Grades K - 3	Access Literacy- Literacy Essentials	50% proficiency	55% average proficiency	60% average proficiency	65% average proficiency
Literacy (ELA) Grades 4 - 8	MAP (Measures of Academic Progress)	50% of student population "Meets Standard"	60% of student population "Meets Standard	65% of student population "Meets Standard"	70% of student population "Meets Standard"
Literacy (ELA) Grades K - 8	E-Spark	Baseline determined at beginning of school year	Students will progress with a 10% gain per quarter	Students will progress with a 10% gain per quarter	Students will progress with a 10% gain per quarter
Literacy Grades 3 - 8	SBAC	N/A	N/A	N/A	Only given in the spring of each academic year

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

In addition to utilizing the statewide Infinite Campus system, internal systems such as Google Forms, Excel spreadsheets, and others will collect and store data, including information from our learning management systems, student information systems, assessment platforms, and electronic health records systems. Staff will create processes for tracking, monitoring, and storing data related to academic performance, attendance, health information, and other relevant data. The collection and storage processes will be secure and comply with applicable regulations, such as FERPA and HIPAA, to protect the privacy and security of student data.

9) Describe the school's organizational or financial performance goals the school will have. Explain how these align to the SPCSA Organizational and Financial Performance Frameworks.

To ensure alignment, NCAE will follow the prescribed chart of accounts by the Nevada Department of Education and Generally Accepted Accounting Principles. The NCAE Governing Board and leadership team will be trained in the requirements and core elements to meet reporting and compliance requirements. The training will include an overview of Epicenter, GMS, QuickBooks, Excel, and other relevant topics to ensure all stakeholders understand the systems and expectations related to organizational and financial performance and the accompanying SPCSA frameworks.

NCAE Organizational and Financial Framework Goals	Purpose	SPSCA Framework Alignment
Goal 1: Asset to Liability Ratio 1:1	The ratio measures whether or not NCAE has enough resources to pay its debts over 12 months. It compares a school's current assets to its liabilities.	Near Term Measure 1: Current Ratio How to meet the standard: The current ratio is 1:1 or greater. Our current ratio is positive due to no debt/liabilities. With each subsequent year, the trend is positive. Note: For schools in their first or second year of operation, the current ratio must be greater than 1:1.
Goal 2: Unrestricted Days Cash-On-Hand ratio in Year 1 will be 60 days of cash, and the 1-year trend will be positive	The unrestricted days cash-on-hand indicate how many days a school can pay its operating expenses without an inflow of cash. National standards state that 60-120 days of cash-on-hand are considered a model practice.	Near Term Measure 2: Unrestricted Days Cash-On-Hand Ratio How to meet the standard: 60 days of cash or more, or between 30-60 days of money and a positive one-year trend. Note: Schools in their first or second year of operation must have at least 30 days cash - 60-120 (maximum) days cash recommended.
Goal 3: Enrollment Forecast Accuracy will be equal to 95% for the operational year	Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.	Near Term Measure 3: Enrollment Forecast Accuracy How to meet the standard: Enrollment forecast accuracy equals or exceeds 95% each of the last three years. Note: For schools in their first or second year of operation, enrollment forecast accuracy must be equal to or exceed 95% for each year of operation.
Goal 4: NCAE will not default on our loan covenant(s) and will not be delinquent with debt service payments	The debt default indicator addresses whether or not a school is meeting its loan obligations and/or is delinquent with its debt service payments. Notes from the audits will be used as a source of data. In most cases, this will not apply to charter schools that do not have outstanding loans.	Near-Term Measure 4: Debt Default How to meet the standards: The school is not defaulting on loan covenant(s), delinquent with debt service payments, or has no outstanding loans.

Goal 5: NCAE's aggregate total margin is positive	Total margin measures the deficit or surplus a school yields out of its total revenues, indicating whether the school is operating within its available resources. The measurement looks at the most recent three years.	Sustainability Measure 1 - Total Margin How to meet the standard: The aggregated three-year total margin is positive, and the most recent year's total margin is positive. Note: For schools in their first or second year of operation, substitute the "aggregated three-year total margin" with the "aggregate total margin."
Goal 6: The debt-to-asset ratio will be less than 0.90	The debt-to-asset ratio measures the debt a school owes versus the assets it owns. It measures how much the school relies on borrowed funds to finance its operations. A debt-to-asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities and the implied balance in the equity account.	Sustainability Measure 2—Debt to Asset Ratio How to meet the standard: The debt to asset ratio must be less than 0.90.
Goal 7: Multi-year cumulative cash flow is positive	The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. It looks at the last three years.	Sustainability Measure 3 - Cash Flow How to meet the standard: Multi-year cumulative cash flow is positive, cash flow is positive in two or three years, and cash flow in the most recent year is positive. Note: For schools in their first or second year of operation, substitute 'multi-year cumulative cash flow' with the 'cumulative cash flow.'
Goal 8: The debt service coverage ratio is equal to or exceeds 1.10	The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases, this will not apply to charter schools without outstanding loans. This ratio measures whether or not a school can pay the School Leader and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.	Sustainability Measure 4 - Debt Service Coverage Ratio How to meet the standard: The debt service coverage ratio equals or exceeds 1.10, or the school does not have an outstanding loan.

3.5 AT RISK STUDENTS AND SPECIAL POPULATIONS

i. At Risk Students

1) What is the school's definition of at-risk students? What academic and behavioral data, processes, and methods will be used to identify at-risk students and their needs?

NCAE defines at-risk students by considering if they are experiencing one or more of the following criteria, which have significant educational impacts: 1. Low test scores and low grades based on NWEA MAP, WIDA, and other academic measures; 2. Students qualifying for free and reduced lunches or low-income households; 3. Students in special populations such as English language learners, students with special education needs, homeless, foster, and migrant; 4. Students from subpopulations including black/African American, Hispanic/Latino, and American Indian/Alaskan Native who underperform in trend data relative to the average Nevada student; 5. Students with declining grades or experiencing lower scores that demonstrate recent educational struggles; 6. Students who are not adequately progressing based on Tier 1 and Tier 2 instructional strategies, techniques, and interventions; 7. Students who are frequently tardy or absent; and 8. Students who experience disruptive behavior do not respond well to Tier 1 and Tier 2 strategies and interventions.

The instructional team will look at various academic and behavioral data to monitor and track students. In addition to SBAC, NWEA MAP, Brigance, WIDA, eSpark, and other formal measures, classroom performance and behavior will be analyzed. Identifying and supporting at-risk students will be differentiated as each student has unique needs. The process will include monitoring classroom assignments, engagement, and attendance, observing school-wide behavior and engagement, involving parents and other staff as applicable, and ensuring the RtI process is followed with fidelity.

2) Describe the school's approach to help remediate students' academic underperformance. Detail the interventions 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)?

NCAE is committed to providing the resources necessary to address the needs of all student populations. A culture of inclusion and support will be fostered, and the schedule, intervention time, and materials will be available to maximize opportunities for students to realize their highest academic and personal growth potential. The Nevada Department of Education has completed extensive research into the model and invested significant resources in developing, evaluating, and adjusting the Response to Instruction/Intervention (RtI) systems to assist schools and teachers in supporting all students' individual learning needs.

NCAE believes in implementing a robust instructional program that includes high-quality Tier 1 curriculum and instruction, responsive Tier 1 programming, and Tier 3 support to keep students from slipping through the cracks. The RtI framework will provide us with structures to ensure that students who need extra support receive it. All students at NCAE will receive research-based, high-quality instruction using NVACS in a positive culture and behavioral environment that incorporates universal screenings, ongoing assessment, and progress monitoring to inform teaching and intervention.

The primary approach to identifying and intervening with at-risk students rests with the classroom teachers, who spend most of the school day with them. The primary instructional model for all students is a mainstreamed, full-inclusion day. Several opportunities exist for small group and individual instruction and intervention blocks within the day. When needed to meet student needs, a 'push-in' and 'pull-out' model for intervention may be utilized. Teacher observations and classroom data will typically be the first indicator of a support request, which may lead to special education services, EL services, enrichment/acceleration, interventions, and outside referrals.

NCAE will measure the success of our instructional and remediation systems over the years by administering the NWEA MAP assessments every quarter and providing targeted remediation in response to the data. Additional data that will be used to measure success will be grade-level assessments, PLC data team indicators, attendance, behavior reports, parent reports, and observational data. Implementing RtI as an early intervention with continual progress monitoring and intervention for at-risk students who need additional academic or other support will be imperative. The key to measuring success throughout the years will be continual progress monitoring and intervention and ensuring the instructional staff regularly reflects and adjusts using research-based best practices to improve our remediation efforts continually.

3) Describe your Response to Intervention model in detail, including the interventions and the anticipated proportion of the student body served at each tier level. Explain the methodology for determining these proportions.

A Multi-tiered System Support (MTSS) is a school-wide prevention framework that integrates assessment and intervention to maximize student academic achievement, social-emotional competencies, and behavior. NCAE will implement an MTSS system that proactively identifies students at risk for poor learning outcomes, monitors student progress, provides varying levels of support based on student needs, and adjusts the intensity and nature of those interventions based on a student's responsiveness. Site-based training and PLCs will be in place to develop, implement, and sustain a solid MTSS framework at all three tiers.

Team Composition: The MTSS team must include (a) a school administrator, (b) school counselor(s), (c) teacher(s), and may include those who know student academic and behavior patterns, representation across the school across grade levels and programs/departments, special education representation, and external resources and contracted support staff as appropriate.

- The staff utilizes data and ensures the coordination, implementation, communication, and evaluation of evidence-based academic, attendance, behavioral, and SEL practices at all three tiers.
- Tier 1 supports all students, ensuring they receive high-quality, research-based instruction and system supports, differentiated to meet their needs. All students are initially screened and periodically re-assessed to identify struggling students who need additional support.
- Tier 2 supports students not making adequate progress in the core academic, SEL, behavioral, and/or attendance areas. Based on their performance levels and rates of progress, these students will receive increasingly intensive support matched to their needs.
- Tier 3 supports students who need individualized, intensive interventions that target their skill deficits or needs to remediate existing problems and prevent more severe problems.

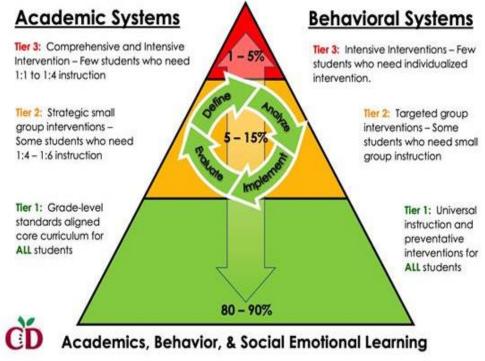
MTSS Evaluation and Accountability

- The classroom teachers and instructional support staff will participate in an evaluation at least two times a year (once a semester) utilizing measures such as NWEA-MAP, TFI, SWIS, and other tools.
- Staff will utilize academic, SWIS, attendance, and other data for decision-making and monitoring of implementation outcomes.
- Staff will determine standardized data decision rules and a referral process to identify students and/or appropriate services based on valid data sources (e.g., standardized site-based data decision rules, SWIS individual student report/behavioral/discipline referrals, universal screening data, academic performance, attendance/truancy data, nursing and/or counseling data, etc.).

Using the MTSS framework, our RtI model will, first and foremost, ensure all students receive high-quality, researchbased core instruction based on the Nevada content standards. In addition to Tier 1 academic instruction, all students will participate in Tier 1 behavioral and cultural instruction as outlined in our Family and Student Handbook and by our mission, vision, and virtues. Tier 1 includes daily instruction, progressive discipline, attendance incentives, classroom intervention blocks, scaffolding, and differentiation. Tier 2 student support will consist of more intensive interventions, smaller group and individualized tutoring, attendance at the Friday intervention block, coordination with specialists, and more frequent progress monitoring. Tier 3 interventions are the most intense and individualized. This occurs when a student needs to progress more adequately with fully implemented, high-quality Tier 1 and Tier 2 supports.

NCAE intends for all 100% of students to be served at Tier 1, 5-10% will receive additional support at Tier 2, and approximately 5% will also receive Tier 3 services. The methodology for determining these proportions is based on national data that indicates that implementing our Tier 1 curriculum with fidelity and having robust Tier 2 supports that are continually monitored and adjusted to meet the needs of our students will result in nationally averaged proportions.

NCAE will not refer to children as "Tier 2 students". Instead, we will refer to the level of support being received in a particular area, such as "Tier 2 need in making friends." This allows us to continually recognize that we are interacting with building skills, creating the instructional and behavioral match, and evaluating progress within complex individuals who have many strengths. All children have areas where they are more or less successful, and a Tier allocation is never a summary of a person's identity. It is a description of the support needed for them to receive matched conditions in their learning environment and a way of ensuring that student needs are identified and supported systematically and effectively. Additionally, tiered supports are fluid. Students may need advanced-tier support in some areas for a period of time and then move back into relying only on universal support. They may need and receive higher-tier support in one content area and later in another. There are no rules about who can or cannot obtain advanced tier support and no limit on the number of students who can be receiving services in a particular tier, even though the data on numbers accessing a specific tier is tracked to support lower tier systems.



Source: Tri-County Elementary, 2023, https://www.cdschools.org/Page/24399

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

In addition to having regularly scheduled parent-teacher conferences, inviting families to school functions, and reaching out to individual parents with concerns, NCAE will be proactive in our approach to communicating the need for remediation to our parents. As intervention blocks are a core component of our schedule, all parents will receive information about the intervention programming. For students who need additional support beyond Tier 1, parents will be contacted directly to discuss the intervention plan at Tier 2 and to discuss support they can provide at home. Initially, teachers will be responsible for communicating with the parents of students who need Rtl Tier 2 support. The School Leader will assist in reaching out to families about remediation needs, be available to meet to discuss student data and intervention plans, and help families understand the curriculum, assessments, and framework in which NCAE operates. We will communicate with families through progress reports, emails, phone calls, Tier 2 assessment reports, and progress monitoring update meetings, including utilizing appropriate translation support to meet family needs.

5) What interventions will be offered for students exhibiting early signs of behavioral concerns, mental health concerns, and/or need for social emotional supports? How will individual plans for students be implemented and monitored?

NCAE will create an inclusive and safe learning environment. Using a combination of clear expectations, a laser-like focus on engagement and learning, positive reinforcement, embedded social-emotional support, and a sense of community and connectedness, we anticipate a limited percentage of students who exhibit early signs of behavioral and mental health concerns. We will have an MTSS response plan for students needing additional support beyond Tier 1. Students needing early behavioral support will experience a similar response to those needing extra academic support, which will involve more intensive interventions, smaller group skill practice, possible behavior plans with frequent feedback and incentives, and one-on-one support. In collaboration with parents, students may be referred to outside counseling, coordination with specialists, and more frequent progress monitoring. For example, parents may be referred to the Nevada PBIS Technical Assistance Center for workshops specific to the behavioral concerns of parents and/or staff. As mentioned in Section 2, the Nevada PBIS Technical Assistance Center is a strategic community partner with NCAE. They will deliver training to school staff and parents on evidence-based and research-based Positive Behavior Support strategies that can be used in the classroom/home environments to complement students' academic learning and social/emotional learning in school and at home.

For students who do not respond to Tier 1 strategies and techniques, Tier 3 plans ramp up in intensity and are much more individualized. This occurs when a student does not progress adequately with fully implemented, high-quality Tier 1 and Tier 2 mental health and social-emotional supports.

ii. Special Populations

- 1) Explain the track record of one or more members of the founding school team (e.g., founding board member, identified instructional leader, etc.) in working to achieve high academic outcomes for:
 - a) students with disabilities, including students with mild, moderate, and severe disabilities,
 - b) English language learners,
 - c) homeless and migrant students, and
 - d) intellectually gifted students.

NCAE has several members of the founding board who have experience working with students with disabilities, English language learners, homeless and migrant, and intellectually gifted students. Two of our members are retired school administrators with over 60 years of combined experience dealing with all at-risk student populations, and two of our members are licensed educators with years of high-level experience working with gifted and talented and creating systems to address the needs of at-risk youth and their families.

Joe de Braga started his career as a secondary public school science, health, and PE teacher. After receiving his Master's Degree from the University of Nevada, Reno, in Educational Administration and Higher Education, he served as an elementary and junior high vice School Leader. He became the Spring Creek High School Principal and was honored as a Milken Family Educator. Joe was promoted to the Central Office team as the Director of Curriculum, Instruction, and Technology. His duties included budgeting for this department, student testing, data analysis, and teacher training. Joe attended the Harvard Graduate School of Education Summer Program during that time. Following his retirement from the school district, Joe was hired by the Nevada Department of Education as an administrative mentor. Through this program, he was hired by most of the rural school districts in Northern Nevada to mentor school and district-level administrators. In 2011, Joe and Dr. George Manilla started Reading Vision. Together, they have worked with hundreds of students and trained teachers in the Reading Vision method created by Dr. Manilla to help people who suffer from Dyslexia. Joe and Dr. Manilla wrote a book titled *Dyslexia Solved* as a guide to help parents and teachers work with struggling readers.

Amy Nelson recently retired after 30 years in education. Amy worked in most positions in education, starting as a classroom aide and a teacher in an urban, low-income, significantly at-risk school in Washoe County. She then served as an instruction coach, working with all teachers in her school. She was hired as a junior high School Leader and spent the next 17 years working at all levels K-12 as a school leader. She was promoted to a central office position as Director of Innovation for Humboldt County School District. She helped develop and execute the district's strategic plan, developed and implemented the MTSS framework, was the district coordinator, mentored and coached school Principals, and administered the secondary distance education program. She developed the first Nevada K-6 hybrid distance education and classroom support program in her final year. Amy's primary passion was creating data-informed support systems and regular academic progress monitoring that addressed systematic barriers and improved conditions for struggling students and educators. Amy wrote a grant for the district to purchase the Panorama student information program to track and intervene early with at-risk students. The district's MTSS team worked with school leaders and site-based teams to address the needs of targeted students.

Kim Paris was a public school educator for over thirty years as a classroom teacher. She was promoted to the central office as a Gifted Education Specialist. She has also served as a homeschool tutor for a Catholic parent group. Kim and her husband spearheaded the founding of the Elko Institute for Academic Achievement (EIAA), a high-achieving Elko charter school, to address the needs of parents and students who were unsuccessful with the traditional public school model. EIAA has had tremendous academic success with at-risk students. She is passionate about providing options for children and families. She looks forward to leading NCAE through the process and advocating for at-risk students in her role on the Governing Board.

Julie Woodbury is a licensed educator with twenty years of experience in program and volunteer management. She has a master's degree in Youth and Family Education and Counseling with an emphasis in School Counseling. Julie specializes in community education programming for family victims of domestic violence. She has co-led presentations, including 'Instilling Hope: Stress Management Tools for Healthy Family Relationships' at the Nevada Coalition to End Domestic and Sexual Violence annual conference and 'Say Y.E.S. to Youth: Youth Engagement Strategies,' at the Children, Youth, and Families at Risk annual conference. Additionally, Julie has co-authored several publications, including Heart & Hope Family Violence Prevention Program Curriculum Manual, Anti-tobacco Youth Movements, Fostering Youth Engagement on Community Teams, Collaborative Teams: Sustaining Youth Engagement, and Say Y.E.S. to Youth: Youth Engagement Strategies.

2) Explain how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including:

a) How will the school identify students who require special education services? How will the school handle over-identification of students 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?

As parents complete our enrollment form and meet with school personnel, families will inform us of any concerns or if their student previously received or is receiving special education services. This form will be available in English and Spanish. A family will provide school or medical records, documentation, and past special education evaluations if they confirm prior services. When we have access to the student information systems, including Infinite Campus and Child Find, school personnel can locate the student's IEP and any pertinent documentation. Families can also request an evaluation at any time, including during enrollment. All students will be serviced through our MTSS framework and RtI protocols starting the first day of school. IEP students waiting for past documentation will also be serviced using the RtI protocols until their paperwork arrives. Our intervention systems and protocols will be our pre-referral intervention to identify students with disabilities who do not have an existing IEP. There is now overwhelming data to suggest that a large contingent of struggling students have been recognized with a specific learning disability for reasons that were as likely related to unmet instructional needs as they were to a disability. This resulted in an overrepresentation of at-risk populations in the special education count and with a disability label. By implementing a solid RtI approach, ensuring all students receive high-quality instructional strategies and techniques and research-based curriculum, and responding early with interventions and support, NCAE will not 'wait for a student to fail' to address their needs.

Utilizing proactive, data-driven instructional and behavioral strategies and interventions in the general education classroom to assist students experiencing difficulty, NCAE seeks to minimize inappropriate referrals for special education. The School Leader and student support staff will train all teachers in the educational and behavioral intervention strategies of our MTSS and RtI framework. It will frequently and systematically monitor all at-risk students. The team will address plans for students needing additional support within the classroom using NWEA MAP scores, grade-level assessment data, classroom observation, exit tickets, and student work samples provided by the classroom teacher to review. They will work with the classroom teacher and any necessary support personnel to monitor, clarify concerns, develop strategies, and organize resources.

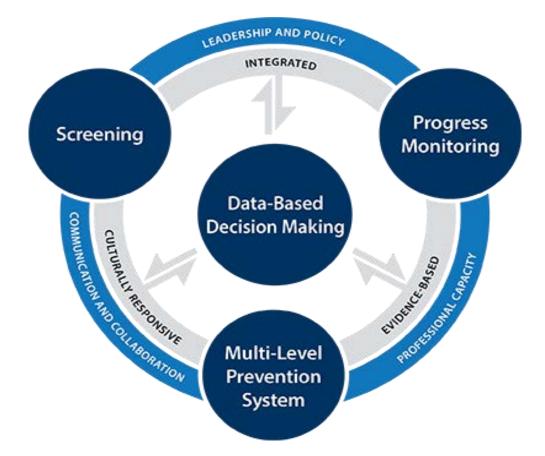
Students who are not responding well and need support beyond our RtI Tier 2 interventions will then be moved to Tier 3 interventions. The RtI team will closely monitor Tier 3 students. If a student is not showing improvement after intensive intervention with modifications, they will be considered for more intensive evaluations through the special education process. This process will include detailed documentation of intervention efforts and observations that strongly justify a formal referral. If the referral shows evidence of a disability, the School Leader will initiate the assessment process and notify the family that a referral is being submitted. The first step in the assessment process is securing consent from the student's parent/guardian for evaluation. The IDEA mandates that school officials notify the student's parent/guardian, in their native language, of the school's intent to evaluate (or refuse to assess if or not the family requested) the student. The notice must explain the decision's rationale, the assessment process, and their rights.

Once the school receives consent from the family, a multidisciplinary special education team of professionals will administer assessments with input from the parent/guardian, classroom teacher, and RtI Team. The special education team includes the School Leader, special education teacher/team, EL/TESOL Teacher, classroom teacher, parent/guardian, school counselor, and any other person NCAE may deem necessary related to contract services. The assessment results will determine eligibility according to Nevada's criteria. This process will indicate whether a student qualifies for a 504 plan or an Individualized Education Plan (IEP). Once the team has completed testing and received results, the School Leader must submit a written summary of the evaluation and set up a meeting with the parent/guardian, special education team, and classroom teacher. The special education teacher will develop an IEP if the student is eligible for services. If a student is ineligible, the student will be considered for a 504 plan. When a student

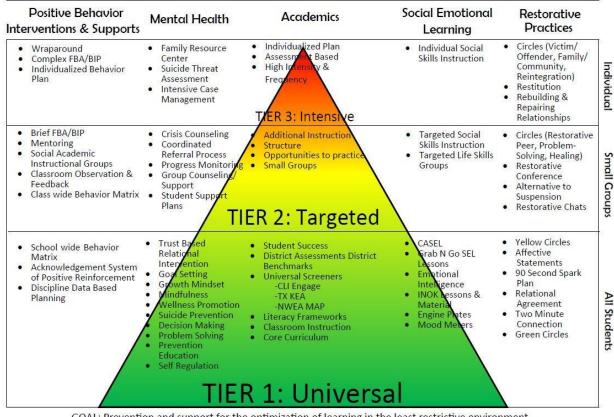
doesn't qualify for a 504 plan or an IEP but still needs support, we will meet with the parent/guardian to determine an individualized behavioral and/or academic support plan. The special education team will be required to participate in specifically designed professional development every year and as needed throughout the year. They will be trained on student eligibility, state requirements, writing/implementing IEPs and 504 plans, and classroom accommodations, scaffolds, and support.

NCAE will follow the Individuals with Disabilities Education Act (IDEA) and Nevada special education laws. The special education team will review each student's IEP annually, using school-aligned assessments appropriate to the student's IEP goals, including ensuring IEP students are fully reevaluated every three years.

Upon enrollment, NCAE will work with families to clarify students' information and request records from previous schools. If a SPED identification is incorrect, we will work with the student's previous school, current/previous counselors, parents/guardians, and the special education and Rtl team to correct and adequately identify students. Once a student is correctly identified, the special education team will begin a new review to determine the potential of a new IEP or exit from current IEP services. If current IEP students no longer show evidence of academic or behavioral support needs, including solid performance on classroom assessments and adequate classwork, showing growth in weekly progress monitoring, they will be re-evaluated. The special education team will consider revising the student's IEP goals or re-testing the student for formal evaluation. If the team determines that services are no longer required, they will get consent from the family to discontinue special education services. The team will review the current IEP, all assessments, and classwork samples and discuss the student's success and needs to ensure continued growth once formal services are no longer provided. NCAE will ensure compliance with all educational service laws.



Multi-Tiered Systems of Support Framework Alignment of Student Supports



GOAL: Prevention and support for the optimization of learning in the least restrictive environment. Source: Fort Worth Independent School District, 2023, <u>https://www.fwisd.org/Page/6035</u>

b) What specific instructional programs, practices, and strategies the school will employ to provide a continuum of services? Describe how students with severe intellectual, learning, and/or emotional disabilities will be served.

NCAE will use a full-inclusion model; however, pull-out interventions or Tier 2 supports will be utilized in keeping with a student's least restrictive environment. By design, NCAE will use curricula, instructional strategies and practices, and organizational structures and techniques that ensure individual and differentiated instruction. Our MTSS/RtI framework will be developed and followed with fidelity to provide high-quality support at each tier. Highly trained teachers and support staff will ensure students with disabilities have the opportunity to reach their full academic and personal growth. Students with disabilities will participate in all state and local testing, using accommodations, modifications, and alternate tests as deemed appropriate and allowable.

As demonstrated in the MTSS framework, all students receive access to Tier 1 support in the form of our collective commitments for guaranteed learning and guaranteed culture. Schoolwide initiatives are delivered to all school, grade, or class students as a guaranteed experience. From there, screening tools and referral sources will enable the team to identify needs that must be addressed within the universal support. These screening tools and referrals can identify students needing support at Tier 2 or, in some cases, intensive needs that go immediately to Tier 3 assistance. Students who do not respond at Tier 2 or when a parent or staff member requests help for an intensive or individualized need are moved into support based on the Tier 3 intensive model. All three service delivery tiers require that a team review data

and make decisions to support students, whether as a whole group, small group, or individual. The teaming component ensures that progress motivation and accountability are embedded into the MTSS structure.

To address the needs of students with severe intellectual, learning, and/or emotional disabilities and ensure we provide the full continuum of services and support necessary, we are aware our staff will need to be supplemented with contracted services in the first years of operation. If we face a situation in which our current staff is not adequate to meet the needs of our student population due to the severe nature of their disabilities. In that case, our team will consult with the NDE, SPSCA, contracted services, and legal staff to ensure we comply with all state and federal laws.

If a student is not responding, strategies are redesigned or added to the plan of care. Students access Tier 3 services in a variety of ways. An individual or family may be identified through a self-referral, where a student or family member notifies a staff member that the student is struggling, or a student may have been previously receiving Tier 2 services or support and did not respond as much as was expected to resolve the challenges that they were facing. A student's behaviors may be so significant that they warrant immediate intensive support, such as with behavior that presents a risk of harm to themselves or others. Finally, a staff member may have identified a need that is currently unmet and requested assistance in meeting the child's needs. All students receiving Tier 3 services continue to receive universal Tier 1 support and, in some cases, Tier 2 support. For example, a student with suicidal ideation may be assigned to a Tier 3 plan of care but also be participating in a Tier 2 group for students who are building prosocial friendship skills. They also continue to receive school-based recognition and participate in universal schoolwide positive behavior support activities at Tier 1.

Tier 3 is highly individualized and is the most intensive support available in the system. Tier 3 supports are typically allocated with an estimated need for 3-5% of students. These interventions may require more staff time and resources, more collaborators supporting the need, or more specialized training in delivering the resource. As a result, when a student is referred for Tier 3 support, a case manager from the special programs department is assigned to work with the referring staff member. Together, the case manager and the referring staff member work to identify the existing skills and abilities and determine what skills and abilities are needed to close the gap between desired behavior and what is occurring. Then, strategies are selected and implemented regularly with progress monitoring to demonstrate effectiveness. This may include providing pull-out support in a resource classroom, placement in a self-contained classroom, additional staffing supports and services such as OT or PT, and other accommodations.

The following model demonstrates the support flow via the MTSS vision in a typical school system. NCAE would make the necessary modifications based on our staffing, external resources, and support to create a robust MTSS framework.

Draft NCAE MTSS Framework							
Tier I: Universal Supports (meets the needs of 80-90% of students when implemented with fidelity)							
High-Quality Curriculum Attendance Restorative Discipline Quality Instruction							
Tier 2: Additional Support	s (meets needs of studer	nts who are not responding to Tier	I; ~10-15% of students)				

Tier 3: Individualized, Focused Supports (1-5% of students who do not respond to Tier 2 supports or who have severe needs unlikely to be met with Tier 2 interventions)

Requires a team to review requests and the data from previous interventions, assign a case manager to ensure selected interventions are matched to the needs and existing skills of the students, and monitor intervention fidelity and progress

Universal Screenings (examples)					
Brigance	NWEA MAP	Classroom Curricular Data	Climate Surveys		

c) 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?

As stated above, all students will receive Tier 1 instruction using a full-inclusion model unless it is deemed not least restrictive. The NCAE special education programming will allow students with disabilities to learn in the regular education classroom to the fullest extent possible. Concerning team teaching and team planning, special education personnel will be primarily responsible for ensuring the appropriate individualized education plans (IEPs) are developed and implemented. In this process, the special education team will collaborate extensively with general education teachers and other support staff involved with the student. IEPs are the primary documentation tool for all stakeholders, outlining the student's path to success. The team will ensure adequate collaboration in each process step, from identification through evaluation to creating the IEP, implementation, and annual renewal meetings. Throughout the year, the student's teacher, support team, and special education staff will work together to achieve all IEP goals. As services are introduced, implemented, and evaluated, the MTSS/RtI framework and team planning will be used for all students, including those receiving special education services.

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

NCAE will begin year one with kindergarten through third-grade students. We plan to start small and build slowly to address needs more intimately and adjust staffing as we grow. Our budget and staffing plan allocates one school counselor and a licensed special education coordinator in year one. We have budgeted for contracted services for psychological testing, OT, PT, speech services, and other related services as needed. As enrollment grows each year, we will add special education staff and social workers and increase contracted services or hire specialists depending on the needs of our student population.

e) What are your plans for monitoring and evaluating the progress and success of *students who qualify for special education* and related services, including the process for exiting students from special education services, as needed. How will curricular and instructional decisions be tracked and monitored by IEP teams and school personnel?

NCAE's plans for monitoring and evaluating the progress and success of students who qualify for special education or Section 504 support will be embedded into the MTSS structure. Additionally, on a day-to-day basis, the teachers, special education staff, and administrator will be responsible for monitoring progress, ensuring implementation fidelity, and ensuring all IEP goals are achieved. Special education staff are required to monitor students' progress toward their IEP goals every week through assigned work and assessments. This progress monitoring data is shared with the MTSS team, parents, and pertinent support staff. During the annual IEP or 504 meeting, any adjustments to instruction or support based on data are documented and updated. The process for exiting students, adjusting supports, and other curricular and instructional decisions will be made through this structure.

f) What are your plans for monitoring and evaluating the extent to which your *special education program* complies with relevant federal and state laws?

As the primary instructional leader of NCAE, the School Leader will ensure the education program complies with relevant federal and state laws. The School Leader is responsible for monitoring student records, providing professional development for staff, and addressing the needs of students as outlined in their IEP. Thus, the School Leader will regularly review the policies, statutes, and regulations related to special education. In addition, the MTSS team conducts regular audits of the programming to make sure school personnel are operating in compliance and special education students are tracked and monitored through the schoolwide system of support.

g) *For proposed middle and high schools,* discuss how you will develop and implement transition plans for special education students.

NCAE will conclude its sixth year of operation when we have graduating eighth graders. The special education team will run transition meetings, working with families and staff to guarantee their IEP rights and expectations are met. The special education team will conduct a comprehensive needs assessment for every eighth-grade student to address systematic needs and create a personalized transition plan for every student.

3) Explain how the school will meet the needs of English language learners (EL), including:

a) How will the school ensure proper identification of English language learners? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

When enrolling in NCAE, families will complete the demographic information, which will ask about the languages spoken at home. Our WIDA screening process will include students who speak languages other than English or for whom English is not their first language. Once we have baseline data on their English proficiency, we will determine each student's support level. The school schedule has embedded intervention blocks, and through our MTSS process, each student will have tiered supports available, such as enhanced or spiraled learning strategies, tutoring, and/or pull-out services during non-Tier 1 ELA blocks.

The curriculum incorporates language acquisition strategies, and staff will receive training in speaking, listening, reading, and writing to support EL students throughout the year based on student data and needs. All students will be supported in all classes, and students who need additional support will be provided leveled support through small group instruction and/or during intervention blocks. During recruitment, we aim to hire TESOL-certified teachers until our student population is large enough to support full-time EL instructional coaches. Finally, as stated earlier, teachers will regularly monitor and report on student progress through the MTSS and PLC structures. Using classroom artifacts, interim assessments, WIDA data, writing samples, observation data, and more, EL student progress will be regularly monitored, and instructional adjustments will be made accordingly. The WIDA assessment also measures yearly growth and assists in determining a student's need for additional services.

Concerning the misidentification of EL students, according to the National Center for Learning Disabilities, English language learners with Specific Learning Disabilities are overidentified in some states and under identified in others.

When EL students struggle with academics, it is often very challenging to discern whether the difficulties are due to second-language acquisition, a learning disability, or both. Typically, as the students get into the upper elementary grades after several years of high-quality instruction, it takes approximately two to three years for EL students to develop conversational speech and can take up to seven years to develop proficiency in academic language, so the team needs to watch for progress and gains on the WIDA assessment to determine if additional evaluation is necessary related to a possible learning disability. Under identification can occur if the staff, primarily the MTSS team, need to be appropriately trained. NCAE will require staff to take professional development to service and identify EL students correctly.

b) How will the results of the WIDA Screener and other identification and program placement decisions be communicated to staff and parents?

Once we have the baseline data from the WIDA screener, we will use this information and data from all relevant assessments to determine the student's learning plan. The team will communicate the screener's results and other data to ensure a thorough analysis and proper support are in place. The administration and leadership team will determine placement and programming decisions based on each student's performance, language needs, and the recommended interventions, instructional strategies, and techniques. Before testing, during the enrollment process, students with English language documentation will have WIDA communications discussed and sent home with them. Follow-up parent conferences will be conducted to examine the EL identification process, assessment results, placement decisions, and recommended interventions. This will all be done in the parent's home language or language of choice. The families will be provided time to ask questions, share concerns, and learn more about what they can do at home to support their children. Throughout the year, there will be ongoing support and communication to access additional resources, attend workshops to support EL parents, share progress updates, and collaborate to help their child's English language acquisition.

c) How will you ensure qualified staffing to meet the needs of EL students, conduct assessments, and monitor the progress of EL students? *Nevada law requires licensure (TESL endorsement) for the primary teacher providing EL services in pull-out and inclusive environments at charter schools.*

During recruitment, we intentionally target certified teachers and support staff with the TESOL endorsement. The staff we hire who have this additional level of expertise will provide professional development throughout the year to help identify, progress monitor and create intervention plans to support EL learners. To further ensure qualified staffing to meet the needs of our EL students, NCAE will have a comprehensive plan to train and provide ongoing support in embedded EL instructional strategies and techniques in the core curriculum and during intervention blocks. The MTSS staff, primarily the School Leader, will regularly review state requirements and EL guidelines to ensure compliance. Staff will be encouraged to receive their TESOL endorsement, and if the need is high enough based on our school data, professional development specific to providing EL services will be provided during orientation and throughout the school year.

d) 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?

NCAE is confident that our core program (literacy, literature, math, science, and history) and our specials are designed to engage the interest of all students and provide a comprehensive educational experience for all students. The team will monitor progress regularly to ensure instructional practices and strategies are targeted to close the gaps and address specific learning needs. The curriculum and system of delivery ensure language acquisition strategies are used in every classroom during all core instruction. Our curriculum teaches language skills explicitly throughout the day. Our belief in teacher-led, direct instruction in the NVACS with student engagement techniques and many opportunities for student

conversation supports the development of language acquisition. Our schedule will also have increased instructional time for reading and literacy skill development to support EL and all at-risk students.

All teachers will receive professional development about embedding language supports into their lesson planning to ensure best practices and equitable access are utilized during instructional delivery. Examples of instructional delivery techniques teachers will employ include front-loading vocabulary, scaffolding instruction, use of culturally relevant materials, word walls, a strong emphasis on phonics decoding and fluency during literacy blocks, and frequent use of cooperative learning strategies that promote academic conversation and language acquisition.

e) What plans are in place for monitoring and evaluating the progress and success of EL students, including the process for exiting students from EL services as needed?

NCAE's plans for monitoring and evaluating EL students' progress and success are thoroughly described above in our MTSS/Rtl framework. Exiting EL services is based on the student's proficiency in all areas of language – listening, speaking, reading, and writing. This proficiency needs to be measured using various criteria and documented through the MTSS framework and system. WIDA scores must also support the decision to remain in EL services or exit. Once students score a 4.5 or higher on the WIDA annual assessment, they exit the formal EL program. However, they continue to be monitored in progress and receive intervention and support services incorporated into our schedule based on their data.

4) Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in a way that extends their learning and offers them unique, tailored opportunities. Include information on how staffing will be structured to ensure that gifted students are adequately supported.

As will be the case with all students, identification of and support for intellectually gifted students will be varied and differentiated depending on the child's needs. NCAE staff will monitor and evaluate them using the MTSS framework and protocols. They will use data including NWEA MAP performance, class assignments, academic discourse and participation, informal and formal assessments, and more. The team and parents will analyze the data to determine the need and plan for additional services. Intellectually gifted students will have individualized learning plans that build on their strengths and are tailored to their needs. Student support will look similar to other identified students needing differentiation. It will include scaffolding, targeted small group instruction, extension and enrichment activities that are more challenging and complex, working with specialists as available and within budget, and taking advanced or accelerated courses as appropriate. To further support gifted students, NCAE will collaborate with families and outreach to educational partners (such as Kim Paris, a Governing Board member with extensive experience with gifted education) within the school and community.

5) Explain how the school will meet the needs of homeless/migrant students:

a) How will the school ensure proper identification of students and families who qualify for homeless and/or migrant services? How will you work to avoid misidentification and ensure proper identification of all students who qualify for services?

During the enrollment and registration, all families will complete the required McKinney-Vento documentation to ensure we identify and support homeless, unaccompanied, foster, and migrant students. Homeless and migrant students have unique needs, and they must receive the proper services. When a child enrolls and the paperwork indicates possible homeless or migrant issues, a case worker from the MTSS team will follow up with parents/guardians to gather additional information. In direct contact with the families, the case worker will help us avoid misidentification and properly identify students who qualify for services. As a small school, teachers and support staff will also know who qualifies based on the homeless/migrant definitions. They can alert the School Leader and MTSS team of any concerns or changes in a child's living situation. NCAE will also partner with wrap-around services within the community to provide all students in these at-risk categories the services and support they need, such as food and hygiene, uniform and clothing assistance, medical or dental care, and educational resources. As with all at-risk students, the MTSS team will regularly track their attendance and performance.

b) How will you assess the needs of homeless and/or migrant students and their families and ensure that they receive required services?

As with all students, the academic needs will be assessed regularly with adjustments and modifications made through the MTSS framework and protocols. Concerning the living needs or needs of the family, the school counselor and assigned caseworker will communicate with families to ensure they receive the required services and connect them with outside agencies if appropriate. The staff will be trained in the definitions and qualifications based on the McKinney-Vento Act and the referral process if they suspect a child or the family is experiencing housing or other insecurities. As a child is referred or identified, a final decision will be made based on the follow-up meetings and information gathering. Families and students will work with our staff and other organizations to remove barriers and ensure they receive timely and appropriate services and support.

3.6 PROFESSIONAL DEVELOPMENT

1) Discuss the core components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

Professional development is the continuous process of acquiring and improving the knowledge, skills, and competencies needed to perform a job effectively. Professional development is crucial for teachers and administrators in education to ensure they have the necessary skills and knowledge to implement effective educational programs. The core components of professional development include content knowledge, pedagogical knowledge, and instructional strategies. NCAE's core components are

Hillsdale K-12 Curriculum / Core Knowledge Sequence Training

All staff and K-5 teachers will receive Hillsdale and Core Knowledge (CK) professional development during the school's first year. All staff members will participate in the "Getting Started with the Sequence" program for Grades K-8. The school administration and teachers will participate in CK Coordinator and Leadership Institute workshops scheduled during the school's allotted professional development days throughout the school year. NCAE will benefit from an intense 9-day new school start-up training for all teachers and administrators in year one and will benefit from teacher and leader training during the <u>summer conference</u> at Hillsdale annually after that.

Literacy Training

Consultants/trainers from Literacy Essentials may be used, and the school will develop in-house expertise to conduct ongoing internal training. Hillsdale support and instruction will also take place in school-wide and grade-specific training. Professional development opportunities may occur onsite or at local, state, and/or national conferences.

Singapore Mathematics Training

NCAE will provide ongoing training to build staff expertise in Singapore Mathematics to increase capacity and provide models that effectively utilize curriculum resources. Singapore Math contains various elements that comprise daily lessons (mental math, teacher-directed, guided practice, activity, and independent practice) that align with the conceptual and skill-building framework to teach math. This framework presents a logical sequence addressing lesson

content, how the lesson is introduced and presented, how it progresses from the concrete to the abstract, and how to differentiate it for students.

Socratic Seminar Training

The Socratic Seminar is a method of teaching designed to engage students in intellectual discussions by responding to questions using questions instead of answers. Students read a text item and are then asked open-ended questions. Through Hillsdale's K-12 Education program, teachers receive explicit training in implementing the Socratic Method. In addition, teachers will receive training and feedback on implementing the Socratic Method and collaborating with the Founder's Academy's professional development programs. Socratic Learning uses direct, intentional questions to guide students' understanding of problems and solutions. This strategy encourages critical thinking, problem-solving, and meaningful class discussion. Teachers are trained to ask questions to elicit student understanding instead of giving the answers or allowing students to go unproductive in gathering information or formulating opinions and ideas. Training will cover the following: 1. Formulating questions to encourage critical thinking, analyzing meaning, and expressing ideas with clarity and confidence 2. Group norms 3. How to train students in Socratic Seminar discussions

Virtue Instruction Training

The school will train staff in Virtue Instruction to include: 1. Pillars of virtue 2. Discipline and classroom management 3. Mediation and conflict resolution 4. Effective communication 5. Integrating character education into the curriculum 6. Discussion techniques to teach ethical reasoning 7. Student culture

With the opening of a new classical charter school, new teachers, and a new educational model, one would expect most professional development to focus on curriculum and instruction; however, other essential topics will also be covered in the school's professional development. Primary concerns include classroom management, good discipline and decorum, special education needs, English language learners, and differentiated instruction. The school's professional development culture, trauma-informed care, conflict resolution, effective communication with students and their parents, school policies, and operations expectations for grading, reporting, etc.

The School Leader will have access to information and resources and will engage additional service providers and experts to provide professional development to ensure each component of the curriculum and educational model is met. All teachers and administrators will undergo group professional development to ensure a uniform understanding of core components and alignment with the school's mission, vision, and NVACS content standards.

As teachers become highly skilled in the core components of the school's curriculum, accommodations will be made to allow for more tailored and personalized professional development plans. This will also serve as a recruitment tool, as teachers will have budget allocations to participate in professional development within a range of acceptable topics. The School Leader will use data, walk-through observations, and teacher feedback to determine additional and other areas of professional development to be provided during follow-up sessions, twice-monthly PLCs, individually, and in large group sessions throughout the year.

2) Provide an overview of professional development that will take place prior to school opening. Explain what will be covered during this induction period, how teachers will be prepared to deliver any unique or challenging aspects of the curricula and instructional methods, and a general timeline for when this professional development will be delivered. *Ensure alignment to the incubation year plan.*

The comprehensive Hillsdale K-12 Education inaugural training program addresses required topics and topics of interest for new and returning school leaders and teachers. The following is an example of the agenda of training and session/subject matter:

- Day One: What is classical education? Assigned reading and discussion. Charter schools and classical education the mission and vision, Hillsdale's work with affiliated schools, introduction to Hillsdale K-12 Education Office, our team, the connection of curriculum, and sequencing guide to NVACS content standards; classroom management, K-6, and school-wide procedures
- Day Two: General pedagogy, Tracks by teacher area K-6 literature, 3-6 Well-Ordered Language (grammar), PE, Art, Music, K-6 science, K-6 history
- Day Three: Singapore Math Day 1 Philosophy of elementary math, why Singapore Math, introduction to number bonds, mental math strategies, place value, manipulatives, and bar modeling.
- Day Four: Singapore Math Day 2—Overview of Dimensions Curriculum, bar modeling practice, math facts and number talks, ability grouping, and Q&A
- Day Five, Six, Seven: Literacy Essentials Introduction to the logic of English and reading progression, handwriting philosophy, pre-writing instruction, beginning orthography, cursive handwriting, review of phonograms, multi-letter phonograms, spelling rules and markings, suffixes, and teaching the code of English, two-way words, question, and answer flow, practicing spelling words, the logic of spelling to reading, beginning of the year and daily routines, teacher guide organization, special needs and exceptional student training (threaded throughout the nine days), trauma-informed and culturally responsive pedagogy. (not part of our teacher training, but the school leader may be providing)
- Day Eight and Nine: Institute for Excellence in Writing (IEW): 3-6 Composition
- Day Ten: Putting it all together. NCAE staff orientation. Start of school preparation. NCAE teachers and instructional staff will finalize procedures, develop their classroom unit and lesson plans, and prepare for the first days of school

The timeline for the orientation and professional development before school opening will be completed during Year 0 based on our academic calendar and specific needs. The induction programs will start a few weeks before the start of the academic year and continue through the first few weeks of school. Training in CPR, anti-bullying, blood-borne pathogens, restraint, and other mandatory training will be provided through the POOL PACT online platform. This timeline allows teachers sufficient time to become familiar with NCAE, our policies, our instructional methods, and school routines. Hence, they feel prepared and confident for the start of the academic year.

3) Describe the expected number of days/hours for professional development throughout the school year, and explain how the school calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration. How will such time be used?

The expected number of days/hours for professional development from the orientation throughout the school year will consist of 12 training days and 14 half-day PLCs. NCAE will begin the school year with 19 full training days to learn the philosophy, curriculum, pedagogy, content standards, and operational procedures. Throughout the year, contracted personnel will return to observe classroom implementation of instructional strategies, provide feedback, and present additional information to ensure curriculum and delivery fidelity. This type of collaboration will help teachers improve their instructional practices, promote a culture of continuous learning, and build a sense of community among staff members.

Additionally, every other Friday, the school will dismiss at 11:30 a.m. Teachers will devote time to discuss data, look at classroom artifacts, share best practices, connect the NVACS to the curriculum, address the needs of diverse learners, make adjustments to the sequence guide, lesson plans, and interventions, and collaborate on other instructional issues.

The school calendar and daily schedule have been designed to accommodate professional development time. Friday afternoon interventions will be addressed by adjusting non-instructional staffing structures to support professional

development. For example, we may work with the Boys and Girls Club to provide support or use classroom aides to teach interventions while teachers attend professional development sessions.

4) Describe how teachers will be coached in and supported outside of the professional development outlined so far in this section.

In addition to the formal professional development opportunities, NCAE will coach and support teachers based on the NEPF protocols. All teachers will develop an individualized professional learning plan. The NEPF framework includes steps to ensure that support is provided throughout the year. From the pre-observation meeting, classroom observations (both formal and informal), data analysis and reflection, coaching, and support through the final evaluation, teachers are provided with a robust framework for success.

Specific steps in the NEPF framework include a teacher self-evaluation to identify areas of need or to strengthen. Using this protocol, the administrator then supports and coaches each teacher accordingly. Informal walk-throughs, observational data, classroom data, and regular communication will encompass most coaching and support opportunities. Options for additional mentoring, more intensive coaching, local instructional support, and other measures may be utilized for teachers struggling to progress toward their individual goals or NEPF framework criteria.

5) How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?

All teachers and instructional staff will receive training throughout the year. We will address these needs during our orientation week and follow-up training on implementing the high-quality curriculum designed to meet the needs of all students, including those who require additional support. We will look at data during the PLC blocks and address needs during the intervention and by spiraling during regular Tier 1 instructional blocks. Additionally, teachers will receive training on RTI, special education accommodations, behavior plans, classroom management techniques, English language learners strategies, looking at data including WIDA scores, learning to include language goals in lesson planning, and progress monitoring best practices. These critical supports and conversations will be embedded into our professional learning blocks. Teachers with specific needs or students requiring support beyond what is given to all instructional staff will be provided additional professional learning or classroom support as needed.

6) Identify the individuals (or positions) and/or vendors responsible for professional development.

NCAE will utilize the School Leader as the primary instructional leader. Utilizing the early-release PLC blocks every other Friday will allow time for most professional learning activities to be completed internally. Additionally, NCAE will bring in Hillsdale and curriculum trainers before the start of school and 2-3 times throughout the school year for follow-up training to ensure implementation fidelity. The School Leader will take teacher feedback, schoolwide student performance data, classroom observational data, and professional development feedback and work directly with the vendors to ensure focused, responsive, and timely professional learning.

3.7 SCHOOL CULTURE

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

A positive school culture fosters a safe, supportive, and respectful learning environment that enables students to achieve their full potential. Our core virtues are the guiding principles that cultivate and nurture character: courage, courtesy, honesty, perseverance, self-government, and service. Students are expected to conduct themselves honorably

in word and deed, strive to live by the virtues, and encourage others to do so. The same conduct expectations apply to teachers, staff, administration, parents, and the Governing Board.

Additionally, in our efforts to develop the students in both mind and character, NCAE will utilize the Hillsdale K-12 classical education model to develop within our students the intellectual skills and character upon which responsible, independent, and flourishing lives are built in the firm belief that such lives are the basis of a free and just society. We will aim to cultivate and orient our students by instilling a desire for truth and wisdom, a love of virtue and beauty, and the moral character requisite for personal self-government, vigilant, responsible citizenship, and the good life. In so doing, the school will invoke the same eternal questions, truths, and means enshrined in the Greco-Roman, American, and Western Traditions of which it regards itself as the inheritor and guardian; these include the classical, liberal arts, the natural and moral sciences, the practice of debate, and the perennial considerations of classical philosophy.

Classical education upholds a standard of excellence, promotes a positive academic environment, and reinforces students' intellectual and social development. NCAE's high standards and research-based curriculum will give students a traditional education that will challenge them to excel in learning and character. Our culture or ethos will cultivate high academic achievement, personal discipline, ethics, and responsibility, consistently reinforced through studying subjects in the classical tradition.

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

Creating and cultivating a positive school culture requires a systematic and comprehensive approach involving all stakeholders, including students, teachers, administrators, and parents. Our mission to educate the minds and hearts of students necessitates a strong focus on creating and implementing a culture that embodies the development of the student's character and virtues. NCAE uses a classical curriculum to help students prepare for life and success in adulthood. We will live out our vision and values and involve all stakeholders in this process to ensure buy-in and ownership. We will communicate our mission, vision, and virtues regularly and consistently in interactions with students, teachers, administrators, and parents. Specific steps include:

- 1. Intentional recruitment and interview process: When potential staff are in the recruitment and interview process, we will ask applicants specific questions about our mission and vision. We will seek to hire those who love children and learning, believe in them, and align with our culture.
- 2. Provide professional development: We will offer an intensive orientation and regular and ongoing professional development to all staff members to help them understand and implement our mission, vision, and expectations. This training will include sessions on the adopted virtues, school and classroom expectations, and culturally responsive teaching as we will partner with Hillsdale K-12 to provide training and support with the implementation and cultivation of our culture.
- 3. Create an inclusive environment: A welcoming and inclusive environment that fosters positive relationships among all stakeholders will be accomplished through the skills that staff model and reinforce as students learn about appropriate behavior and respectful communication between peers and adults. Families will receive the handbook with an overview provided during family orientation activities.
- 4. Encourage positive behaviors: Teaching the virtues, recognizing effort, and celebrating successes and accomplishments will reinforce positive behavior and create a sense of community as students observe and learn from role models in daily interactions and within the curriculum. Recognizing individual and group achievements will provide opportunities for students to present and utilize their talents and skills both socially and academically.

5. Continuous improvement: Using observational data to inform decisions and continuously evaluate our culture and climate will be an ongoing endeavor at NCAE. Collecting feedback from students, teachers, administrators, and parents regularly to identify areas for improvement and track progress will keep the focus on the goals.

To directly assist students who enter NCAE mid-year, some strategies to help them adapt to the school culture might include the following, based on staff and administrative evaluations, as each child will have different needs and responses to the environment created at our school.

- 1. Assign a student buddy to the new student who will help them navigate the school, find their classes, and introduce them to other students. This would be an opportunity for an older child to show leadership.
- 2. Parents and students will tour the school to familiarize them with the layout and facilities. A parent/student handbook will be available as well. Parents will meet with the School Leader and leadership staff to orient them to NCAE's expectations and support them through the transition.
- 3. Connecting the new student and parents with the teachers to ensure they understand the expectations and requirements for each class is necessary to alleviate any misunderstandings regarding expectations for the academic program and proper behavior.
- 4. Providing extra support, such as tutoring or counseling, if the new student struggles academically or socially will be integral to making a mid-year transition successful.
- 5. By monitoring the new student's progress closely and communicating regularly with parents to ensure they adjust well and receive the support they need, NCAE staff expect that students will succeed.

3) What are the school culture goals? How will you evaluate school culture and the implementation of your culture plan.

NCAE will develop students in both mind and character. The school's virtues are the guiding principles: courage, courtesy, honesty, perseverance, self-government, and service. Our cultural goals include promoting a positive and inclusive learning environment, fostering a sense of community and belonging among students and staff, encouraging academic excellence and growth, promoting personal and social development, cultivating a culture of respect, responsibility, and accountability, and becoming self-governing and civic-minded.

One approach we will use to evaluate our progress is surveys or questionnaires to gather feedback from students, staff, and parents about their perceptions of the school culture and the effectiveness of the culture plan. This feedback will be used to identify areas of strength and areas that need improvement and will be shared with the appropriate stakeholders.

Another approach is to have stakeholders, including administration, staff, and board members, measure and observe the school environment and interactions between students and staff throughout the year to assess the degree to which the culture plan is being implemented. This will involve analyzing discipline, student performance, growth and achievement data, attendance, recognition and participation rates, and other pertinent data and informally observing for evidence of positive behaviors, such as respectful communication, inclusion, and teamwork.

By continuously measuring the extent to which our culture promotes a positive and inclusive learning environment, develops the school's virtues, fosters a sense of ownership, civic responsibility, community, and belonging, and supports academic and personal growth among students and staff, NCAE will continually strive to create a culture that supports the well-being and success of all members of the school community.

4) Describe the school's approach to help support all students' social and emotional needs.

NCAE will implement a classical education school that builds character and instills values for students' success within this model, curriculum, and delivery system. High expectations for academic achievement and social/emotional growth create a culture where students attain mastery. The curriculum used and the instructional strategies employed teach students important social and emotional skills, such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. NCAE's staff continually instructs and guides students on positive behavioral expectations and boundaries while providing reinforcement and feedback to students.

NCAE will provide access to counseling services for students who are struggling with social or emotional issues. Having a school counselor on staff, partnering with community mental health providers, and offering peer counseling programs will be options to be explored by staff and administration. Per Nevada Revised Statutes, we will also have the SafeVoice Program and ensure Handle with Care (<u>NRS 388.14538</u>) in place.

Restorative practices beliefs of respect, dignity, and mutual concern will be aligned with NCAE's core beliefs, which also focus on taking responsibility, repairing harm done to relationships, and building community. This will involve holding restorative circles, facilitating mediation between students in conflict, and using restorative conferences to address more serious issues.

NCAE is aware of the importance of engaging families in their children's social and emotional development by offering workshops, providing resources within the community, and fostering open communication between families and school staff.

5) Discuss any required dress code or uniform policy.

The dress code is to prevent unnecessary distractions in the classroom and create a positive learning environment where all students are on the same level. NCAE has given considerable thought to the relationship between how a student dresses and learns. The dress code policy is designed to promote a certain standard of appearance and professionalism and ensure that everyone is dressed appropriately for the context in which they operate. Classical charter schools typically have a formal dress code where students are expected to dress in a uniform style resembling business attire, such as slacks and collared shirts, skirts, and business casual shorts in warmer weather. The dress code will also require specific colors or clothing styles and may prohibit denim or athletic wear. The school uniforms may also have NCAE's mascot or logo. This policy ensures consistency in appearance and will promote a sense of unity or teamwork among students. Another goal of the uniform policy is that it has been shown to reduce bullying or competition among students and promote a degree of professionalism and respect for students.

It is important to ensure that dress codes and uniform policies do not discriminate against any specific group of people based on gender, race, religion, or other protected characteristics. All policies will be communicated clearly and consistently to all employees or students, and any violations will be handled appropriately and fairly. Classroom time should be directed to instruction, not distractions, including correcting student dress. We intend that the school uniform and dress code will alleviate the ill-will that can come from feelings of uneven enforcement from students, parents, and staff.

3.8 STUDENT DISCIPLINE

1) Describe the school's discipline policy. If the proposed policy is fully developed, provide as Attachment 4. Discuss the practices the school will use to encourage student to meet school expectations, including restorative justice practices, consequences for infractions, and incentives for positive behavior, as applicable.

While not fully developed, our draft discipline policy (Attachment 4) provides an overview of NCAE's practices to encourage students to meet expectations. The draft discipline policy is also in the handbook (Attachment 28). The School Leader and Governing Board will work with counsel to review and finalize the policies during the planning year to ensure our discipline policies comply with Nevada rules and laws. Students must model and reinforce NCAE's expectations at every opportunity. With staff, parent, and student support, commitment, resolve, and motivation, NCAE will develop students who choose to exercise maturity and respect for one another, the staff, and the property. To support this goal, students will receive explicit instruction in these expectations and feedback on their conduct informally and through citizenship comments on their progress reports.

The school discipline policy aims to support the education of students and the vision and mission of NCAE. Ageappropriate expectations and procedures will create an environment where all students can learn without distraction. NCAE will also enforce the dress code policy outlined in the handbook to reinforce a structured school culture and prevent potential distractions. All staff will be trained, have a solid understanding of the expectations, and will be able to provide appropriate guidance and reflection time for students through restorative practices. Teachers will be the first to recognize and address poor behavior and the possible need for restorative practices or disciplinary action. If the student's behavior continues to be disruptive or distracting to learning, the student may be referred to the School Leader.

At NCAE, our adopted virtues, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced and incentivized through daily community building, recognition programs, feedback to students and families, and celebrations.

2) Explain how the school will ensure that discipline practices do not disproportionately impact certain student populations as well as protect the rights of students with disabilities in disciplinary actions and proceedings, exhausting all options in order to promote the continuation of educational services in the school.

Discipline practices can significantly impact certain student populations, and it's crucial to ensure that these practices are fair and equitable to all students, regardless of their backgrounds or abilities. Per the Individuals with Disabilities Act (IDEA) and pertinent state statutes and regulations, NCAE will comply with all disciplinary requirements, which include safeguards for students with disabilities. To protect the rights of students with disabilities in disciplinary actions and proceedings, NCAE will:

- Develop clear and consistent disciplinary policies that are communicated to all students and staff members. These policies will outline the consequences for specific behaviors and ensure that disciplinary actions are taken fairly and equitably.
- 2. Collect and analyze discipline data to identify any disparities in how discipline is administered across different student populations. If disparities are found, NCAE will address them and ensure that discipline practices are fair and equitable for all students.
- 3. Provide professional development for staff on cultural competence, which will lead to effective and appropriate communication with people of other cultures and/or disabilities. Implicit bias and other topics related to equity in discipline will be important components of staff training.
- 4. Implement proactive and restorative practices as an alternative to traditional discipline practices. The focus will be on repairing harm rather than punishment, leading to more effective outcomes in promoting positive behavior and reducing disciplinary incidents.
- 5. Support students with disabilities to avoid many disciplinary incidents. NCAE will provide accommodations and modifications as needed to support these students and prevent disciplinary incidents from occurring in alignment with any 504, IDEA and/or IEP guidelines. Each student has individual needs and will be treated with compassion and a level of understanding that helps them gain the appropriate skills to integrate into the school

culture successfully. If adaptive physical or specialized mental health support is needed, NCAE will access additional support services from third-party specialists to meet the needs of all student populations.

6. Involve parents and families in the discipline process from the first sign of need, providing them with information and resources to support their children's positive behavior. This will include regular communication, parent-teacher conferences, and referrals to community resources as needed. Staff and administration will create Possible discipline plans with input from all stakeholders.

3) Describe the procedures for due process when a student is suspended or expelled, including a description of the appeal process that the school will employ for students facing expulsion.

When the charter application process has been accepted, and NCAE has hired the administrator, a plan will be submitted to the Board for approval. The plan will adhere to all rules and principles that have been established. Attachment 28 has a draft of NCAE's Family and Student Handbook outlining the discipline plan and procedures for due process. Due process must be followed when a student is suspended or expelled. These procedures are designed to ensure that the student's rights are protected and that the decision to suspend or expel is made fairly and impartially. Well before the school's opening, the specific procedures for due process will be finalized by the School Leader and Governing Board, with the School Leader ensuring compliance with NRS statutes. They will include the following steps:

- A student and his or her parents must be notified of the charges against them and the potential consequences of those charges. The notice will include a description of the incident or behavior that led to the suspension or expulsion and the specific rule or policy that was violated. However, only students at least 11 years old may be removed from a school with some exceptions (NRS 392.466) and (NRS 392.467.1). A plan of action based on Restorative Justice will be provided before a student's suspension or expulsion.
- 2. If desired, the student has the right to a hearing before an impartial decision-maker or designee. The hearing will be informal or formal, depending on the severity of the charges. The parents or guardians will be present at the hearing and may be represented by legal counsel.
- 3. After the hearing, a designee will decide whether to suspend or expel the student. The decision will be based on the evidence presented at the hearing and solely on the facts presented.
- 4. If the student faces expulsion, they can appeal the decision. The Board and administration will develop the appeal process to meet state requirements. The parents and student may request a review of the decision by a higher authority, such as the Governing Board. The student and parents can present additional evidence or arguments during the appeal process.
- 5. The higher authority will review the decision and determine whether it was made fairly and impartially. The decision may be upheld, modified, or reversed.

It's important to note that due process is not a one-size-fits-all process. The procedures will vary depending on the circumstances and finalized policies once we bring our School Leader on board. Students and parents will receive a handbook and access to the school's disciplinary policies and procedures to ensure that they understand their rights and responsibilities.

4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained and reported to the SPCSA?

The responsibility for implementing a school's discipline policy and maintaining accurate disciplinary records falls under the jurisdiction of the School Leader. The School Leader and leadership team are responsible for ensuring that the discipline policy is effectively and fairly implemented and that accurate records are maintained and reported to the appropriate authorities. Staff will receive professional development training related to the discipline policy at the beginning of the year orientation. All discipline records will be collected through Infinite Campus, and the written documentation will be housed in the main office by the office manager and School Leader. The School Leader will ensure all required discipline reports are submitted to the SPCSA and the Governing Board.

5) Describe the school's goals for student behavior. How will the school track discipline data and how will this data be used?

NCAE will utilize the Hillsdale K-12 classical education model to develop the skills and character upon which responsible, independent, and flourishing lives are built. The classical content of the curriculum upholds a standard of excellence that challenges them to excel in learning and character. The expectations of students concerning their behavior are not distinct from the curriculum. NCAE will maintain order in the classrooms, hold students accountable for their assignments and personal conduct, and explicitly teach students the fundamentals of good character. This process will be implemented by introducing pillars of character and virtue, which include courage, courtesy, honesty, perseverance, self-government, and service. These pillars will be practiced and reinforced through daily activities and learning. The goals for student behavior are to create a safe, respectful, and positive learning environment where students will grow academically, socially, and emotionally. Some of our goals will include:

- 1. Respectful behavior: Students will show respect for themselves, their peers, their teachers, and their learning environment. This includes following rules, using appropriate language, and treating others with kindness and consideration.
- 2. Responsible behavior: Students will take responsibility for their actions, attend classes regularly, complete assignments on time, and participate actively in class.
- 3. Safe behavior: Students will always follow safety rules and expected procedures.
- 4. Positive behavior: NCAE will promote positive behaviors in alignment with the classical education philosophy. These include pursuing and refining academic excellence, virtuous living, and civic responsibility.

The School Leader will use various methods to track discipline data, such as behavior charts, incident reports, disciplinary referrals, or student surveys. The data collected will be used to identify patterns and trends in student behavior, monitor the effectiveness of interventions and strategies, and inform decision-making about school policies and practices. The data will be disaggregated according to statute requirements.

We will also use the data to provide targeted support and interventions for students struggling with behavior issues. For example, suppose a student consistently displays disruptive behavior in class. In that case, the teacher will work with the school counselor and parents to develop a behavior plan to help students improve their behavior and academic performance.

Additionally, we will use discipline data to provide feedback to teachers, parents, and students to help them understand the impact of their behavior on the learning environment and identify areas for improvement. It is important to remember that tracking discipline data aims to create a safe and supportive learning environment where all students will thrive.

3.9 SCHOOL CALENDAR AND SCHEDULE

1) Explain how the proposed school calendar reflects the needs of the student population and the educational model. As Attachment 5, provide the annual academic schedule for the school.

The proposed school calendar for our first year of operation is included in Attachment 5. The school will use a hybrid 5day schedule or a '4Plus' school week. Per NAC 387.120-125, our schedule adheres to the required minutes mandated by state law. For example, there is enough flexibility to accommodate inclement weather and state testing dates. The Founding Board spent considerable time analyzing the pros and cons of implementing a four-day program, as has been done in Elko County, and gathering input from interested parents in the community. Finally, we will use data throughout the year to inform decisions about our calendar, staff, student needs, and educational model. Some of our considerations include:

- Student needs and preferences: The school calendar will consider the needs and preferences of the students, such as their age, learning style, cultural background, and socio-economic status. For example, younger students will need more frequent breaks and won't perform as well with a longer day as is typical of a 4-day week schedule.
- Educational model and goals: The school calendar must align with the educational model and goals of NCAE.
- Curriculum and instructional needs: The school calendar must provide sufficient time for students to cover the required curriculum and for teachers to deliver instruction.
- Community and cultural factors: The school calendar will consider community and cultural factors, such as holidays, festivals, and seasonal events important to the student population. This is one key reason we voted to start after Labor Day weekend and the Elko Fair.
- Teacher needs and professional development: The school calendar will provide teachers with ongoing professional development and collaboration with their colleagues
- 2) Describe the structure of the school day and week, including the length of the school day, start times, and dismissal times. Include the number of instructional minutes/hours in a day for core subjects including English language arts, mathematics, science, and social studies. As Attachment 6, provide a draft teacher and student schedule for grade levels served in the first year of operation.

School Day 8:30 am - 3:30 pm

K-3 Daily Instructional Minutes (approximate)

- 130-150 minutes of ELA (literacy, grammar, vocabulary, handwriting, writing...)
- 65-95 minutes of math
- 30-60 minutes of intervention
- 30-40 minutes of science
- 30-40 minutes of history/social studies

The daily and weekly schedule will include the core components of math, language and literacy, science, history (social studies), and intervention. Every other Friday, an alternative schedule with morning instructional blocks will be followed by ongoing staff development for teachers and instructional staff. At the same time, students are engaged in enrichment and intervention activities. NCAE does not currently plan to offer after-school programming but will coordinate with the Boys and Girls Club to provide services. The School Leader will consult with teachers and families to determine what additional programming may be desired, beneficial, and feasible once we are operational.

The sample schedule (below) applies to students participating in a program of special education or a Section 504 Plan resulting from a student's disability but subject to the student's "Individualized Education Plan" or "504 Plan" and following the Individuals with Disabilities Education Act.

Kindergarten	First Grade	Second Grade	Third Grade		
8:30 Language and Literacy	8:30 Language and Literacy	8:30 Language and Literacy	8:30 Language and Literacy		
9:00 Science	9:20 Math	9:30 Math	9:30 Math		
10:00 Recess	10:10 Language and Literacy	10:20 Language and Literacy	10:30 Science		
10:20 Language & Intervention	10:25 Recess	10:30 Science	11:00 Specials		
11:00 Math	10:40 Intervention (Literacy)	11:00 Recess	11:45 Intervention		
11:45 Lunch	11:45 Recess	11:20 Specials	12:20 Language and Literacy		
12:10 Recess 12:05 Lunch		12:10 Intervention (Literacy)	12:45 Lunch		
12:30 Grammar & Writing 12:40 History		12:45 Lunch	1:05 Recess		
1:20 History 1:10 Specials		1:05 Recess	1:20 IEW Language		
1:50 Language and Literacy	2:00 Science	1:35 Language and Literacy	2:30 Recess		
2:10 Specials	2:30 Math Practice	1:50 Math Practice	2:45 History		
2:55 Recess	2:55 Recess	2:05 Language and Literacy	3:15 Math Practice		
3:20 Math Practice	3:05 Language and Literacy	3:00 History	3:25 Daily Review		
3:30 End of Day 3:30 End of Day		3:30 End of Day	3:30 End of Day		
ELA: 140 minutesELA: 140 minutesMath: 65 minutesMath: 75 minutesScience: 30 minutesScience: 40 minutesHistory: 30 minutesHistory: 30 minutes		ELA: 135 minutes Math: 65 minutes Science: 30 minutes History: 50 minutes	ELA: 155 minutes Math: 95 minutes Science: 30 minutes History: 30 minutes		

Our students will receive significantly more days of instruction than ECSD students and more than the State requires. This is a huge selling point for our plan to improve student achievement.

*Every other Friday, a half-day of instruction will be followed by professional learning time for teachers. Students will have optional enrichment blocks pending coordination with the local Boys and Girls Club.

Grade	Minutes Required Per Day	Minutes Required Per Year	NCAE Minutes Per Day	NCAE Hours Per Day	NCAE Minutes Per Year	Minutes Above Required	Additional Equivalent Days Taught
ĸ	240	43200	390	6.5	70200	27000	112.5
1	240	43200	390	6.5	70200	27000	112.5
2	240	43200	390	6.5	70200	27000	112.5
3	300	54000	390	6.5	70200	16200	67.5
4	300	54000	390	6.5	70200	16200	67.5
5	300	54000	390	6.5	70200	16200	67.5
6	300	54000	390	6.5	70200	16200	67.5
7	330	59400	390	6.5	70200	10800	45
8	330	59400	390	6.5	70200	10800	45

3) Explain why the school's daily and weekly schedule will be optimal for the school model and meet the needs of the student population.

Our draft school schedule and K-8 grade level year-long sequencing are available in Attachment 6. NCAE's calendar and schedule will be optimal for student learning in two ways. First, the schedule has scientifically research-based strategies proven effective at schools implementing Hillsdale's K-12 classical education model nationwide. There is a heavy emphasis on language and literacy with a daily math direct instructional period and a math practice instructional block. The daily calendar also maximizes instructional time and has significantly higher instructional minutes than the state requires.

Additionally, to address the various academic needs of all students, NCAE not only has a daily intervention block but will utilize Fridays for targeted interventions, wellness activities, and enrichment. This time can also be used for OT, PT, speech, counseling, and other pull-out accommodations that typically remove students from Tier 1 learning opportunities throughout the instructional week. Friday PLCs will also allow classroom teachers, administration, the special programs staff, and interventionalists to have dedicated time to analyze data, ensure students' gaps are spiraled into the lesson plans, and develop targeted interventions.

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

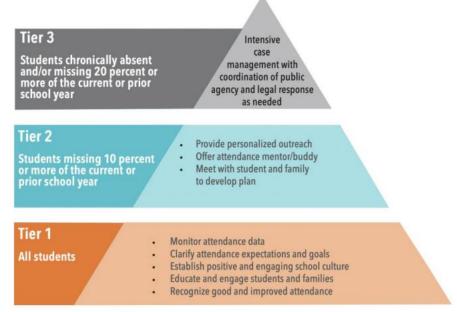
School attendance is a critical component of student achievement. The goal for student attendance will be to have all students attend school regularly and consistently with a 95% average daily attendance. Regular attendance helps students stay engaged with their studies, develop strong relationships with their teachers, and build important social skills with their peers. In the past few years, chronic absenteeism and high rates of daily absenteeism have become more pervasive. At NCAE, we hope to address this by reinforcing the core values and ensuring our students have a strong sense of community and belonging. Using Infinite Campus, daily attendance will be tracked by both the teachers and the office manager. Parents will receive notification when their child is absent, and regular outreach will be imperative when students have higher rates of absenteeism. We will also provide incentives for students to attend well, such as recognition at assemblies, certificates, and other rewards.

To address truancy and chronic absenteeism, school personnel will regularly monitor the attendance data of all students during PLCs. They will identify patterns and trends to identify students with high rates of absenteeism and any

specific reasons for their absences. NCAE staff will communicate regularly with parents/guardians to discuss their child's attendance and any issues contributing to chronic absenteeism. Learning more about the student will help with addressing any underlying issues. Providing support services for students who struggle with attendance, such as counseling, wrap-around services, or mentoring programs, will help address underlying issues contributing to chronic absenteeism. NCAE will track progress with these targeted students more regularly to see if attendance rates improve. Strategies will be adjusted as needed to ensure that students receive the support they need to attend school regularly.

NCAE will do the following to target chronic absenteeism specifically:

- Make it a priority to be aware of who has been chronically absent in previous years and monitor who is absent at regular intervals (at least quarterly). Student attendance patterns in August can provide signals of student attendance patterns for the rest of the year. NCAE will focus on students from historically underperforming subgroups for whom the likelihood of missing school is greater, and its impact is more profound in harming academic performance.
- 2) Communicate the importance of attendance and the negative impact of chronic absenteeism with parents. NCAE will identify the School Leader and classroom teachers as responsible for reaching out to parents, determining when parents will be contacted, and determining when follow-up will occur. Of utmost importance is the knowledge of existing student and family support to involve community stakeholders in developing a comprehensive strategy to promote student attendance. Strong relationships with families beginning when students enter elementary school are essential to reducing chronic absenteeism.
- 3) Support chronically absent students by intervening early. NCAE will pay special attention to students whose attendance data indicate they may be at risk for being chronically absent. This outreach involves key school personnel and students' families. By exposing teachers to data and studies regarding trends in chronic absenteeism, providing them with documentation tools on how to fortify relationships within the school setting, and opening clear communication venues among school staff and students/parents this issue will be effectively addressed as quickly as possible. Early intervention is vital to encouraging better attendance patterns and identifying and addressing the underlying causes of chronic absenteeism. Using the MTSS approach developed by Attendance Works, NCAE will work to establish a high attendance rate and reduce chronic absenteeism.



("Why Chronic Absence Matters." Attendance Works. 2021. http://www.attendanceworks.org/ tools/schools/3-tiers-of-intervention/)

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3.10 DUAL CREDIT PARTNERSHIPS

This section is required for all applicants proposing to offer high school.

In accordance with NRS 389.310, Charter schools sponsored by the SPCSA which offer instructions in grades 9 through 12 are required to offer a dual credit program, whereby students in grades 9 through 12 at the charter school may enroll in a dual credit course at a community college, state college or university that has been approved by the Nevada Department of Education to offer dual credit courses. In the event that a dual credit course is not offered by a community college, state college or university located in Nevada, charter schools may enter into cooperative agreements with one or more institutions of higher education located in another state and accredited by a regional accrediting agency recognized by the United States Department of Education to offer such dual credit courses to students attending the charter school.

For applicants who do not propose to operate a high school program, provide a brief statement explaining that the questions in this section are not applicable.

1) Describe the proposed dual credit program, including the proposed college or university, the courses that will be offered, and how the program will be run.

N/A

2) Describe the engagement with the proposed college or university to date and plans to further the relationship in preparation for the opening of the proposed school. As attachment 7 provide evidence of engagement, which may include communication with representatives of the college or university, a proposed MOU, or proposed cooperative agreement.

N/A

3) Describe the manner and amount that the college or university will be compensated for providing courses and resources, including, without limitation, any tuition, and fees that pupils at the charter school will pay to the college or university.

N/A

4) Describe how the school will monitor the students enrolled in the dual enrollment program, including course enrollment, attendance, and the acquisition of college credits.

N/A

3.11 PROGRAMS OF DISTANCE EDUCATION

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to the SPCSA⁵⁷.

For applicants who do not propose to offer a program of distance education, provide a brief statement explaining that the questions in this section are not applicable.

⁵⁷ NRS 388.820-388.874 and NAC 388.800-388.860

- 1) Describe plans for gaining necessary approvals from the Nevada Department of Education for the distance education program and courses. If any approvals are already in place, provide documentation of approvals as Attachment 8.
- 2) Describe the system of course credits that the school will use.
- 3) Explain how the school will monitor and verify the participation in and completion of courses by pupils. Include an explanation as to how the proposed school will monitor student attendance to ensure meaningful participation.
- 4) Explain how the school will ensure students participate in assessments and submit coursework.
- 5) Explain how the school will conduct parent-teacher conferences.
- 6) Describe how the school will administer, in a proctored setting, all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school.
- 7) Describe the supports that will be available to each pupil in their home or community. Include the availability and frequency of interactions between the pupil and teachers.
- 8) Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities, EL students, intellectually gifted, and homeless/migrant students.
- 9) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

N/A

4 **OPERATIONS PLAN**

4.1 BOARD GOVERNANCE

Questions in this section refer to the governing board of the entity that is proposed to hold the charter as indicated in section 1.2 Applicant Team Information.

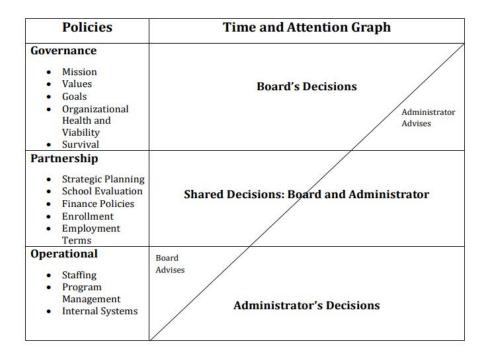
1) Describe the primary roles of the governing board and how it will interact with the School Leader/head of school. Describe any board committees, advisory bodies, or councils to be formed, including the roles and duties of those bodies and how the governing board will interact with these committees, advisory bodies, and/or councils.

The NCAE Governing Board governs the effective, faithful execution of the school's mission. It will initially comprise six members, with planned outreach efforts to attract at least one and up to three additional members from diverse racial and cultural backgrounds. The NCAE Governing Board's primary roles will be to actively support and advocate the school's mission, vision, goals, and policies; hire the School Leader and hold him/her accountable to implement the school plan according to the Governing Board's policies and ensure successful day-to-day operations; understand and advocate for the recruitment of underserved students and families ensuring diversity and equity are front of mind; stay up-to-date by attending board meetings and committee meetings and staying informed of issues about NCAE; stay focused on the short- and long-term interests of the school; and maintain the fiscal responsibility to ensure sound financial management and reporting.

NCAE's Governing Board is composed of individuals with diverse knowledge and expertise. The current expertise on the Board includes board operations, community relations, finance, compliance, public relations and marketing, educational leadership and operations, curriculum, human resources, strategic direction, and advocacy. All members broadly understand Hillsdale K-12 Education Office's classical programming. Additionally, two members attended Hillsdale College (one as a student and one as a professor), and one teaches using a classical curriculum. One member founded the Elko Institute for Academic Achievement, a 5-star charter school in Elko. Members are expected to display the virtues of deliberation, restraint, and care while the Board is cohesive in fulfilling its fiduciary responsibilities.

The Governing Board meets regularly to discuss, act upon, and monitor progress on school goals, governance duties, and all other required duties set forth by the Nevada Department of Education, the State Public Charter Authority, and other governmental agencies. All Governing Board activities will be in compliance with Nevada Revised Statutes, Nevada Administrative Code, Nevada Open Meeting Law, and Nevada Public Records Act. The Governing Board operates by its bylaws and using the principles of policy governance. The Governing Board's policies will include but are not limited to: Conflict of Interest, Board-Management Delegation, Board Member Term Limit, Compliance Policies, Nepotism, Financial Oversight; and Non-discrimination. The Governing Board entrusts day-to-day responsibility for implementing its policies to the School Leader, but it ultimately remains accountable.

The School Leader is solely responsible for implementing the policies and procedures and daily operations, including the direction and supervision of employees. The School Leader must report to the Governing Board at regularly scheduled meetings, at least monthly, regarding general school operations, along with critical subjects such as financial, legal, parent communication, student performance, etc. The Board will develop an evaluation framework to ensure an annual assessment of his/her performance. The Board reinforces the school's strategic plan through effective support of the School Leader and provides counsel when asked. The Board clearly defines and communicates the School Leader's authority and purview limitations. In communication with the School Leader, the Governing Board establishes new policies and reviews and changes as needed. The NCAE Board remains ultimately responsible and accountable for the academic, financial, legal, and operational performance of NCAE.



Committees:

NCAE will establish two standing committees, the Finance and Governance Committees. Two initial ad hoc committees will be active as long as needed. These will be the Facilities Committee and the Community Relations Committee. Other ad hoc committees may be formed from time to time if appropriate. The committees will report at least quarterly at regular board meetings. The School Leader will work closely with them by attending all sessions, workshops, and committees meetings not in conflict with other essential duties and completing all required board training. The committees generally have investigating, reporting, and recommendation authority, and the Governing Board retains the authority to make board-level decisions. In some circumstances, the Governing Board may, by an adopted motion, delegate specific decisions to a committee.

Finance Committee: The Finance Committee monitors NCAE's financial health and stewardship of the public's resources. The Finance Committee will support the Governing Board in monitoring the budget and economic status. One member of the Board will chair the Finance Committee. The Finance Chair and School Leader must attend all Finance Committee meetings. The Finance Committee will:

- 1. Work with management to develop a long-term financial strategy that aligns resources with goals.
- 2. Monitor quarterly financial reports and financial and economic trends to promote strategic success.
- 3. Oversee the development of the budgets by school administration and make recommendations to the Board regarding approval of annual budgets, salary schedules, and major purchases and transactions.
- 4. Oversee the NCAE audit process.

Governance Committee: The Governance Committee is responsible for the operation and continuous improvement of the Board. The Chair of the Board chairs this committee and ensures the Board acts consistently with the charter and bylaws. This committee will oversee the following:

- 1. The Governing Board's professional development and training as required.
- 2. Recruiting, vetting, interviewing, and onboarding new board members.
- 3. Monitoring and ensuring compliance with the Nevada Department of Education regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices.
- 4. Developing and executing the annual Board self-evaluation and administrative evaluations.
- 5. Planning and scheduling board meetings and setting the agenda in collaboration with the school administration.

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- 6. Reviewing school data against the charter to confirm compliance.
- 7. Establishing and monitoring teaching and learning standards, curriculum, assessment data, academic goals, and benchmarks collaboratively with school administration and leadership staff.
- 8. Providing input and feedback to the School Leader on campus-specific issues and concerns (e.g., school culture, discipline policy, student recruitment, etc.).

Facilities Committee: The Facilities Committee is responsible for creating a development strategy that includes identifying, acquiring, building, and renovating NCAE's current and future facilities. Specific responsibilities include:

- 1. Negotiating, finalizing, and managing the lease agreement on the current building.
- 2. Working with area developers and real estate companies to analyze and secure a future building site.
- 3. Working with contractors, county and city governments, architects, legal, and others to build or renovate a future facility.
- 4. Communicating regularly with all other committees regarding finances, fundraising, and Governing Board approval of plans.

Community Relations Committee: The Community Relations Committee is responsible for upholding NCAE's mission statement, managing the public image, and upholding community commitments. Specific responsibilities include:

- 1. Serving as ambassadors for the school by clearly protecting and articulating its mission and goals and garnering community support.
- 2. Working collaboratively with the administration and staff to build upon the principles of virtuous living, traditional learning, and civic responsibility in recruiting underserved students and families, ensuring diversity and equity for students from diverse socio-economic, cultural, racial, and cognitive abilities.
- 3. Ensuring professional development opportunities for the Governing Board related to topics and ideas within this area.
- 4. Advocating and enhancing understanding of the mission and vision of the school within the broader community and enlisting community support to strengthen staff and student opportunities.

2) Explain how the board will evaluate the success of the school. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This should include financial, operational, and/or academic reports. What key performance indicators will the board rely on to know if the school is meeting its mission including its academic, financial, and organizational performance goals?

The NCAE Governing Board will evaluate the school's success by considering a range of factors, including financial, operational, and academic reports. The evaluation process will be ongoing and involve regular reporting to the Board to track the school's progress toward meeting the mission and vision and achieving its goals. Reports will be provided to the Board at set intervals to evaluate NCAE's performance comprehensively. The frequency of these reports will depend on the needs and priorities of the school. At a minimum, quarterly academic reports will be presented by the school's leadership team, quarterly financial updates and an annual report with plans and benchmarks will be required, and quarterly reports will outline operational targets.

The following timeline and process will be adopted:

1. *Quarterly Academic Reports*—These reports provided by the School Leader and leadership team will include detailed academic data for cohorts of students and subgroups, classes, and the overall school. Academic reports will focus on student performance and achievement, including data on student grades, summative and formative test scores, and educational growth trajectories. These reports will help the Board evaluate the academic programs' effectiveness and determine whether the academic performance goals are being met.

Student performance on universal screeners will be ranked according to the following categories and criteria:

Mastery Benchmark		Focused	Intensive	
>95%	94-85%	84-70%	<69%	

Students in the focused or intensive ranges on the universal screeners will be supported using classroom interventions and during targeted intervention blocks daily and every other Friday.

The following table describes the annual goals with quarterly data report presentations to track progress toward benchmarks and indicators:

	Aligned Tools and Baseline*		Goal K-5	Goal 6-8	
Reading	NSPF SPCSA	MAP: 40th Percentile	50% at or above the 45th Percentile	50% at or above the 55th Percentile	
ELA	NSPF SPCSA	SBAC 3-8 Proficiency: K-5: 37% 6-8: 33.2%	Proficiency: Proficiency: K-5: 50% 6-8: 55%		
Math	NSPF SPCSA	SBAC 3-8 Proficiency: K-5: 32.4% 6-8: 20.6%	Proficiency: K-5: 45%	Proficiency: 6-8: 55%	
EL/WIDA	NSPF SPCSA	WIDA Annual 11% Proficiency (based on data from 89801 zip code attendance area)	15% Proficient	25% Proficient	
Attendance	NSPF SPCSA	Average Daily Attendance: 92.4% 92.4%	95%	95%	

Nevada Classical Academy Elko School Rating Target:

2025-2026: 3** 2026-2027: 3 2027-2028: 4	2028-2029: 4	2029-2030: 5	2030-2031: 5	
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*Baseline Source: Nevadareportcard.nv.gov. Baseline data is from the <u>2022-2023 data for Elko County</u>.

**SBAC Proficiency 3rd Grade Data - No Growth Data in 2025-2026 SY

2. *Annual Financial Reports* - These reports provided to the Board by the audit team and school finance personnel (including representatives from our back office support) will include financial and audit reports and their alignment with NCAE's goals outlined in the strategic plan. The financial reports will include information on the school's revenue, expenses, and cash flow. These reports will provide insight into the economic health of NCAE and help the Board identify areas where the school can improve its financial management.

3. *Operations Reports*—The School Leader and operations personnel present these annual reports. Operational reports include information on key metrics, such as enrollment numbers, community engagement, lottery information, demographic information, attendance and behavioral data, retention rates, and student discipline.

These reports give the Board a sense of how well NCAE functions and whether it meets its organizational performance goals. Specific Key Performance Indicators (KPIs) measuring the above outcomes and SMART (Specific, Measurable, Assignable, Realistic, and Time-bound) goals will be established by the Governing Board in collaboration with the School Leader.

3) Summarize the qualifications and experience of proposed members of the governing board of the school. Identify each proposed board member and describe why they are uniquely qualified to serve on this governing board serving this target community. How will the board ensure that there will be active and effective representation of key stakeholders, including parents? Additionally, complete the Board Membership Template and provide as Attachment 9.

Beyond fulfilling statutory responsibilities, NCAE's Governing Board will serve as a guardian of the public trust. As the governing body of the school, the Governing Board is responsible for overseeing the effective, faithful execution of the mission and adherence to the approved Charter Application and Charter Agreement, State Charter School Operations Manual, and the Hillsdale K-12 program. The Board will be composed of professionals from diverse backgrounds and will consist of at least five and no more than nine members. The Board may add members based on an analysis of the current requirements and potential gaps in expertise and skill.

The six individuals who will initially serve on the NCAE Board bring relevant experience as described above. All members have experiences that provide a well-rounded, highly knowledgeable board that will bring the mission to life. We will be actively recruiting 1-3 additional board members to represent the diversity of our community. As it expands and changes, the Governing Board aims to ensure its membership aligns with the community we serve. The below description of the names, backgrounds, skills, and expertise of our proposed board members is summarized:

BOARD MEMBERSHIP ROSTER REQUIRED TEMPLATE

	Proposed Position on		Members (select one				
Proposed Board Member Name	Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	Committee Assignment(s), if applicable
Joe de Braga	Chair	Business Owner, Consultant, Administrator (retired)		x		x	Governance Finance
Kim Paris	Vice Chair	Teacher (retired)	х				Governance, Community Relations
Henry (Hank) Thurston	Treasurer	Consultant Thurston Laboratories				х	Finance, Facilities
Dorothy Steninger	Secretary	Office Manager Nevada Lands Council				Х	Finance, Facilities
Lisa Becker	Board Member	Consultant ElleBee LLC			х	x	Governance, Community Relations
Julie Woodbury	Board Member	Educator, Program Manager	х				Governance, Community Relations

1. Joe de Braga

HC 36 Box 510 Lamoille, NV 89828 775-934-0566 debraga.joe@gmail.com

Joe started his career as a secondary public school teacher. Subjects taught were Biology, Anatomy and Physiology, Health, and PE. He received his Master's Degree from the University of Nevada, Reno, in Educational Administration and Higher Education. He then worked as a Vice Principal of an Elementary School and Vice Principal of a Jr. High School. Part of his work at the Jr. High was preparing to open a new Jr. / Sr. High School as the Principal. Joe was the Principal of that school (Spring Creek High School) for ten years and was honored as a Milken Family Educator. Joe was then asked to join the Central Office team as the Curriculum, Instruction, and Technology Director. His duties included budgeting for this department, student testing, data analysis, and teacher training. Joe attended the Harvard Graduate School of Education Summer Program during that time. Following his retirement from the school district, Joe was hired by the Nevada Department of Education as an administrative mentor. Through this program, he was hired by most of the rural school districts in Northern Nevada to mentor school and district-level administrators. In 2011, Joe and Dr. George Manilla started Reading Vision. Together, they have worked with hundreds of students and trained teachers in the Reading Vision method created by Dr. Manilla to help people who suffer from Dyslexia. Joe and Dr. Manilla wrote a book titled *Dyslexia Solved* as a guide to help parents and teachers work with struggling readers. In 2017, Joe and his wife Angie purchased the 7th Canyon Ranch in Lamoille, where they run cattle and horses. Their ranch is also used as a popular wedding venue.

2. Kim Paris

1760 Rockland Drive Elko, NV 89801 775-340-2112 kimdparis@gmail.com

Kim was a public school educator for over thirty years as a teacher and a Gifted Education Specialist. She has also served as a homeschool tutor for a Catholic parent group. Kim has lived in Elko for 37 years, and she and her husband raised three sons and twins, aged 35 and the youngest, age 24. Kim and her husband spearheaded the founding of the Elko Institute for Academic Achievement, a high-achieving Elko charter school. Through this process, Kim coordinated with various Elko and state agencies and organizations to ensure a successful launch of the new charter school. She is passionate about providing options for children and families and looks forward to leading NCAE through the process.

3. Henry Hank Thurston

776 Silver Street Elko, NV 89801 775-388-0231 <u>hankt@thurstonlabs.com</u>

Dr. Hank Thurston is a decorated Marine Corps Veteran who served multiple deployments in the Global War on Terror. He fulfilled several roles, including company intelligence chief, company training NCO, and machine gunner attached to a scout sniper team. Following his service, he attended Gonzaga University, where he graduated Magna Cum Laude, earning degrees in Civil Engineering and Physics. In the fall of 2018, he continued his education at Michigan State University. In early 2023, he completed his doctoral work, "The Development of a Novel Diamond-Based Neutron Detector and Quantum Color Center Fabrication Framework."

From 2014 until leaving for graduate school, Dr. Thurston worked for Garco Construction, an ENR Top 400 contractor based in Spokane, WA, working closely with the heavy civil division. Dr. Thurston was an estimator, project engineer, and project manager. Near the end of his graduate studies, Dr. Thurston was hired as a lecturer at Hillsdale College, a position he held for two years before deciding to return to Elko. In addition to his multiple business ventures (Thurston Laboratories, Anthracene Softworks, and Trinary Capital), Dr. Thurston is a member of the VFW Post 2350 honor and color guard and assistant coach of the high school robotics team.

4. Dorothy B Steninger

P.O. Box 281570 Lamoille, Nevada 89828 775-934-8770 dorothy.steninger@gmail.com

Dorothy Steninger was raised on the Saval Ranch near Battle Mountain, Nevada. She was educated in Lander County public schools until the end of 9th grade. She then attended Notre Dame High School in Belmont, California, a private Catholic college preparatory school, graduating in 1969. In 1973, she graduated from the University of Nevada, Reno, with a Bachelor of Science degree in Nursing. Immediately after college, she worked as a Flight Attendant for Pan American Airlines, then later as a nurse at Pacific Medical Center in San Francisco and later at New York Hospital in

Manhattan. Upon returning to Reno, she pursued a neurosurgical nursing career. She received her CNRN and presented a paper on treating low back pain to the American Association of Neurosurgical Nursing in Boston.

In 1980, she moved to Elko and in 1982, started Machi's Café, which she owned and operated until 1999. She served on the board of the Downtown Revitalization Committee, whose mission was to maintain the integrity and vitality of the downtown area. In 2001, she and her husband bought a small ranch in Lamoille, where they still live and raise cattle and horses. She is now employed as the office manager for the Nevada Lands Council.

5. Lisa Becker

214 Aerie Lane Elko, NV 89801 775-397-8873 <u>ellebee.nv@gmail.com</u>

Lisa Becker is a communications and public relations consultant based in Elko, Nevada. Lisa has a Bachelor's Degree in Fine Art from Hillsdale College and a Master's in Communications and Leadership from Gonzaga University. She began her career in External Relations with Newmont Mining Corporation. She spent 15 years representing Newmont in Nevada and Colorado, eventually becoming the Director of External Relations and Communications for the North American region. During her career in the mining industry, Lisa developed skills in public relations, communications, community engagement, corporate philanthropy, human resources, and government relations. Lisa is a fifth-generation Nevadan and an Elko native. She and her husband, Joe, have two young children. Lisa started ElleBee LLC, a communications consulting company, in 2019 and consults part-time from home.

6. Julie Woodbury

193 Pleasant Valley Rd., #12 Spring Creek, NV 89815 775-340-8722 julie.scheve@gmail.com

Julie Woodbury is an active St. Joseph's Catholic Church member, leading the Children's Liturgy of the Word on Sundays. She is a wife to Zach of 15 years, and together, they have two children whom they homeschool using the classical education curriculum, Mother of Divine Grace. She has twenty years of experience in program and volunteer management. Currently, she coordinates a local family violence prevention program to strengthen relationships among parent and child victims of domestic violence. She has degrees in Human Ecology (B.S. from the University of Nevada, Reno), Youth and Family Education (M.Ed. from the Pennsylvania State University), and Counseling with an emphasis in School Counseling (M.Ed. from the University of Alaska, Fairbanks).

4) How will the board expand and develop over time? If the full founding board has not yet been identified, describe plans and timeline for adding board members and increasing the capacity of the governing board.

NCAE will maintain at least five, and up to nine, board members from diverse backgrounds to represent the school's critical stakeholders and reflect the community we serve. NCAE's School Leader and current founding members will collaborate to fill open board positions with 1-3 members by March of 2025. The Board is specifically looking to add a member with strong ties to the local Hispanic population who is bilingual. Current Founding Board members nominated the proposed NCAE Governing Board members. The initial board will begin with staggering terms to ensure membership will always consist of experienced and newly added members.

As new board members are considered, the nominees will be subject to an application process, including submitting a resume, statement of interest, explanation of qualifications, and affirmation of our mission and vision. Specific steps in

expanding board members and increasing the Governing Board's capacity include identifying strengths and gaps related to the school's needs and ensuring diversity to reflect the school community. Prospective board members will receive an overview of the school and charter contract and financial and academic performance information. After proper vetting and interviewing, if a candidate has the skills and expertise, represents our constituency, and has time to commit to board service, the Board will vote in a public meeting.

5) Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?

The NCAE Governing Board will model and then build expectations to reinforce the core principles that best represent the community and staff population. To truly become representative of the NCAE student population and the Elko County community, a board must prioritize diversity, equity, and inclusion. This will be achieved through intentional efforts to recruit and retain board members who represent a range of backgrounds, demographics, experiences, and perspectives. We will continue recruiting diverse members to participate on the NCAE Governing Board. Our board will consist of 7-9 members when fully operational. While board members will be selected based on their ability to bring diverse perspectives and expertise, it will be imperative that they align with the mission and vision of the school as well.

The Board will regularly engage with the school community and the larger community through board meetings and open and advertised public forums. These events foster open communication and dialogue between the Board and the community. In addition, the Board will actively seek feedback and input from students, parents, teachers, and other stakeholders to inform their decision-making. The Board will also prioritize transparency and accountability by making meeting minutes and other important documents accessible to the public in various ways, including through social media. Ultimately, the key to ensuring that the Board represents the student population and community to be served is through a relentless analysis of school data, ongoing engagement, and dialogue. The Board must be committed to ensuring the data reflects the mission and vision, continuously listening to feedback and responding to concerns, and constantly working to improve the educational experience for all students.

Finally, the Board will work to build strong relationships with the Elko County School District, the other local charter schools, homeschool collaborations, community organizations, business and industry, and elected officials. By collaborating with these stakeholders, the Board will better understand the needs and priorities of the community and ensure that NCAE is serving the needs of all students. The Board will advocate and be visible at community events and plan and execute numerous community functions throughout the year with a wide range of local organizations. All current board members hold positions with other organizations and boards and have a deep connection with our community. Finally, board members will continue to canvas local businesses, update social media platforms, and meet with government officials, church leadership, business and community leaders, and other partnerships.

6) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as Attachment 10, the board's proposed Bylaws, Code of Ethics, and Conflict of Interest policy.

The NCAE Governing Board has drafted Board Bylaws, a Code of Ethics, and a Conflict of Interest Policy, all reviewed by legal counsel and developed in alignment with Nevada Commission on Ethics requirements. The Bylaws and policies (Attachment 10) outline standards and operating procedures. The Governing Board will execute the Bylaws and policies that promote effectiveness, including chain of command and board management delegation, term limits, compliance, nepotism, financial oversight, and non-discrimination. NCAE's Conflict of Interest Policy outlines board requirements to disclose any potential conflicts of interest - such as financial or personal relationships - that could influence their decision-making through the completion of an annual Disclosure Form. This information will be made available to the public and included in meeting minutes. The policies currently drafted are subject to future review and modification by the Governing Board.

Based on the Nevada Commission on Ethics training and manual, the Board will evaluate potential conflicts of interest on a case-by-case basis. This process involves objectively assessing whether a conflict of interest exists using the Board guidelines and whether it could influence the member's decision-making. If a conflict of interest is identified, the member will recuse themselves from any discussion or vote related to the matter. Finally, the Board will regularly review and update its ethical standards and procedures to ensure they remain relevant and practical based on any changes in Nevada law and NDE policies and regulations. By prioritizing transparency and accountability and avoiding conflicts of interest, the Board will ensure its decision-making is fair, impartial, and in the best interest of all students.

7) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. *This information should match the disclosures in the Information Sheets provided for members of the Committee to Form, Board Members of the CMO, Employees of the CMO, and any other proposed governing board members, as applicable.*

At this point, we do not anticipate any actual or perceived conflicts based on existing relationships on the Board. NCAE has thoroughly assessed our Governing Board members to ensure no known or potential conflicts of interest. Additionally, all board members will receive annual training on publicly recusing themselves in case of a conflict of interest. Board Members will. on an annual basis, confirm that they have no inappropriate conflicts that would preclude them from faithfully serving NCAE. Board Members shall keep on file and update the Conflict of Interest disclosure forms annually as required by the Nevada Department of Education. No conflicts were identified on the 2024 Conflict of Interest disclosure forms.

8) Describe the orientation or training new board members will receive as well as the ongoing development that will be provided to existing board members. What topics will be covered? What is the timeline and expected time commitment? Who will be responsible for providing training to the board?

At NCAE, all board members will participate in orientation and training to learn about their roles and responsibilities and board operations. All new board members will receive a full-day training upon charter approval. In addition, new and existing board members will attend the Hillsdale K-12 Education Office's Board Development conference at least once every two years (including strategic planning, policy, board governance, curriculum, and teacher training) and ongoing local training and professional development to ensure they are up-to-date with best practices and are aware of new legislation, policies, and emerging issues.

Orientation and training for new board members will be completed within the first 30 days of a new member joining the Board. The following topics are included:

- Introduction to the organization: New board members will receive an overview of the organization's mission, values, and history, as well as its goals and objectives. This introduction will also cover the structure and governance model.
- Roles and responsibilities of board members: They will be trained on their legal and ethical obligations.
- Board policies and procedures: New board members will receive training on NCAE's policies and procedures, including its Code of Ethics, Conflict of Interest policy, and financial management policies.
- Financial management: Board members will be trained to read and understand the financial statements and the organization's budgeting and financial planning processes.
- Fundraising and development: Board members will be trained on the organization's fundraising and development strategies, including donor stewardship.
- Board meetings and decision-making: Board members will receive training on board procedures, effective participation, and informed decision-making.

Ongoing Development for Existing Board Members: Once established, the Board, along with the school leadership, will hold a full day, annual board retreat in June to review academic progress, school operations, and financial performance and to review and reset strategic goals.

- 1. Emerging issues: Board members will receive training on topics relevant to NCAE's mission and operations.
- 2. Governance best practices: Board members will receive training on best practices in board governance, including evaluating and developing effective board policies.
- 3. Leadership development: Board members will receive training on leadership skills, including communication, team building, and conflict resolution.
- 4. Legal and regulatory updates: Board members will receive updates on changes in laws and regulations that affect NCAE's operations.
- 5. Board member self-assessment and evaluation: including opportunities for feedback and reflection on performance.
- 6. Board self-evaluation: focused on improvement to ensure continuation of the mission and culture.

Timeline and Time Commitment: New board member orientation will occur within the first 30 days. After that, ongoing development will be provided regularly, with training sessions occurring several times yearly and an annual retreat. The time commitment will depend on the frequency and duration of training sessions.

Responsibility for Providing Training: The Board Chair ensures orientation and ongoing training are provided to new and existing board members. Board development will occur during regular training sessions, workshops, and retreats. The School Leader, SPCSA, regional trainers, or external consultants (e.g. BoardSource) will be engaged to provide training sessions. Hillsdale K-12 provides online resources for board development (Hillsdale K-12 Library). Board members will also share their expertise on relevant topics. The Board Chair and School Leader will work together to ensure that training is aligned with NCAE's goals and objectives and that the time commitment is reasonable for board members.

9) 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.

As a Nevada public charter school, NCAE will be accountable for our performance to SPCSA rather than the local school district. As such, NCAE's Governing Board oversees the operations and makes policy decisions. When a parent or student has an objection to a Governing Board policy or decision, administrative procedure, or practice, the process for addressing their concern is outlined in the handbook and specific policies. Some steps that NCAE will follow include:

- 1. Informal Discussion: The first step is for the parent or student to have an informal discussion with the teacher, School Leader, or other staff member involved in the decision or practice. This discussion may clarify the issue and resolve it at this level.
- 2. Formal Complaint: If the informal discussion does not resolve the issue, the parent or student will be asked to submit a formal complaint in writing. This complaint will outline the specific policy or practice they object to and provide supporting evidence.
- 3. Review by Administration: The Administration will review the complaint and may request additional information or documentation to understand the situation entirely. They will then decide and communicate it to the parent or student.
- 4. Appeal to the Governing Board: If the parent or student is not satisfied with the decision made by the administration, they may appeal to the Governing Board. The Governing Board will review the complaint and any previous decisions and may hold a hearing to gather additional information.
- 5. Final Decision: After considering all the evidence, the Governing Board will decide. This decision will be communicated to the parent or student and is final.

4.2 LEADERSHIP TEAM

1) Provide, as Attachment 11, organizational charts for the school in year one and for when the school reaches full capacity.

Please see Attachment 11 for NCAE's organizational charts.

- 2) Describe the Committee to Form or CMO 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 special populations.
 - d) Performance management.
 - e) Parent and community engagement.

Our team is well-qualified to implement a school design successfully based on the following qualifications:

- 1. School Leadership, Operations, and Governance: Our Committee to Form has four public school educators with over 100 years of combined experience in education. This experience includes all phases, from a teacher aide to a district administrator. Two members of the Committee to Form have direct experience as district-level administrators in two different Nevada school districts. They also have decades of experience managing schools and knowledge of best practices in budgeting, facilities management, technology, human resources, and legal compliance. They are well-versed in the governance structure of a school and district, including the roles and responsibilities of the board of trustees, school administrators, and staff.
- 2. Curriculum, Instruction, and Assessment: Our team has four individuals with education backgrounds, including administration, teaching, counseling, and directing and teaching a gifted and talented program in Elko County. All have knowledge and experience in curriculum development and alignment of instructional materials with the Nevada state standards. Two have strong backgrounds in assessment, data analysis, and strategic planning to accurately measure and set student learning outcomes. Additionally, they have experience providing professional development for teachers to ensure that they effectively deliver instruction. Lastly, two members are well-versed in classical education and the accompanying curriculum. One member is a graduate of Hillsdale College, and one uses a classical curriculum to educate her children.
- 3. *At-Risk Students and Special Populations:* The same four educators referenced above are knowledgeable about working with students at risk of failure or with special needs. One Founding Board member was the district director of MTSS programming. He has high-level expertise in developing interventions and support systems to help these students succeed academically and socially. One member is a program coordinator for at-risk youth and families.
- 4. *Performance Management:* Several board members are skilled in data analysis. Not only are the educators skilled in measuring staff and student performance, but we also have a financial expert with a Ph.D. in physics and engineering who serves as a Chief Risk Officer for Trinary Capital. Additionally, several board members are mathematical and well-versed in data collection and interpretation. Many board members are well-qualified to inform instructional decisions and evaluate the effectiveness of instruction and interventions to monitor and improve student outcomes.
- 5. Parent and Community Engagement: We have several team members with backgrounds in marketing, communications, counseling, non-profit administration, community advocacy, and more. The Founding Board is packed with talented individuals from diverse backgrounds skilled in developing relationships with parents and community members, building communication strategies, implementing outreach and soliciting feedback methods, and developing partnerships with community organizations and businesses.

3) If a school leader has been selected, identify this individual, describe their qualifications for the role, and provide, as Attachment 12, the resume for this individual. Include student achievement data demonstrating the individual's track record of success at the classroom, cohort, and school-wide levels. -OR-

If a school leader has not yet been selected, describe the process, timeline, and selection criteria for this role, and instead provide in Attachment 12 the job description for this role.

NCAE is in the process of selecting a School Leader. The position has been advertised on Indeed, the NCAE website, social media, and local media outlets. Applications have been accepted, and the vetting process has begun. We anticipate hiring our School Leader by interviewing qualified candidates within the next 4-6 weeks, for a start date between July 1 and September 1. Essential qualities and characteristics of our School Leader include:

- Capacity. Leads with the ability to discern the ends that fulfill the nature and purpose of the organization and chart a course to reach those ends.
- Strong Character. Exhibits moral excellence through unwavering personal integrity, honesty, humility, decisiveness, and industry.
- Educated. A serious understanding of the life of the mind befitting of the leader of an academic institution. A love of learning is demonstrated by the ongoing personal pursuit of knowledge.
- Hard-working. A willingness to take on any task, even if it seems menial. The ability to maintain a high degree of energy and personal productivity and effectively manage the yield of others. The ability to prioritize and get things done.
- Humble. A clarity of focus yet is open to ideas and implements the best from his or her community, not just from personal preferences.
- Building Community. Committed to school reform, energized with courage, and governed by prudence. A generator of trust and confidence from others within his or her leadership by his or her character. Public-spirited about the school and its effect on the wider community, state, and nation. He or she is committed to the local community as an active participant.
- Inspirational. The ability to inform and inspire people to follow, commit, take responsibility, perform, and cooperate effectively. The ability to raise leaders in an organization.
- Mission-driven. Understands and communicates with the broader classical movement to promote better
 education in our country and is committed to the larger network of schools of which he or she may be a part. An
 energetic advocate for classical education as being good for all learners. Enjoys and respects children, offering
 positive energy as the primary role model for training minds and transforming hearts, believing that classical
 education leads them to true happiness.
- General Duties and Responsibilities:
 - Provide general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
 - Observe teachers at defined intervals, document results, and provide feedback as mentor and supervisor.
 - Report at regular Governing Board meetings on the status of operations and compliance and plans for upcoming activities.
 - Represent the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and other government agencies. The full School Leader job description is provided in Attachment 12.

4) Describe the makeup of the school's leadership team, including the positions that will make up that team. *Other than the school leader discussed in question 3,* if any of these positions have been filled, please identify these individuals and provide their resumes in Attachment 13. *Other than the school leader discussed in question 3,* for positions that have not yet been filled, instead provide the relevant job descriptions in Attachment 13.

When fully staffed, the NCAE leadership team will consist of two school administrators, a counselor or social worker, special programs and EL educators, classroom teachers, and instructional support personnel. Please see Attachment 13 for an extensive description of all job descriptions, which includes the makeup of NCAE's instructional staff.

5) Explain how the school leader will be supported, developed, and evaluated. Include any existing competencies used for school leader selection and evaluation. Provide as Attachment 14, your leadership evaluation tool(s), as well as any supporting protocols or documentation.

NCAE's School Leader will be supported in various ways, including ongoing professional development, collaborative strategic planning, and mentorship and training from regional classical charter school leaders and the Hillsdale K-12 Education Office. Excellent schools have a culture of accountability, and NCAE's Governing Board will hold the School Leader accountable while effectively backing him or her. All expectations will be communicated by the Board in advance and will be sensible, predictable, and well thought out. The School Leader Evaluation process will be regular, written down, predictable, decided, and agreed upon in advance. The process will include criteria such as working with the Board, representing the school, leading the staff, and accomplishing strategic goals. See Attachment 14 for a thorough description of the School Leader Evaluation Process and tool. The Governing Board's School Leader evaluation cycle includes four essential steps:

- 1. Jointly establish the year's performance goals, objectives, and expectations with the Board and school leaders. This happens in late summer or early fall when all assessment data is available.
- 2. Hold regular discussions about progress toward goals, objectives, and expectations.
- 3. A formal evaluation process will occur in late spring. All board members will complete the School Leader evaluation and then convene an ad hoc evaluation committee to discuss the results and the School Leader's self-evaluation. This evaluation process is led by the board president, reviewed by the entire Governing Board, modified if needed, and approved by the Governing Board.
- 4. Before the next school year starts, the Governing Board analyzes the evaluations, school data, and other pertinent information to establish goals and specific professional development opportunities for the coming year.

4.3 STAFFING PLAN

 Complete the following table indicating projected staffing needs for the proposed school over the next six years. This table should only reflect school-based staff as CMO/EMO staff will be addressed in the Addendum Section. Change or add functions and titles as needed to reflect organizational plans. Add as many other lines as is necessary to capture all employees your school will hire.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
School Leader	1	1	1	1	1	1
Assistant School Leaders				1	1	1
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers - Core Subjects	5	7	9	11	13	15
Classroom Teachers - Specials	0.4	0.4	1.2	1.2	2	2
Special Education Teachers	0.5	0.5	0.5	1	1	1
EL/TESOL Teachers	0.5	0.5	0.5	0.5	0.5	0.5
Student Support Position 1 [e.g., Social	1	1	1	1	1	1
Worker]	Ţ	T	Ţ	Ŧ	Ţ	T
Student Support Position 2 [specify]						
Specialized School Staff 1	1	1	1	1	1	1
Literacy/Intervention Specialist	Ŧ	T	Ŧ	T	T	1
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants/FASA	0.5	0.5	1	1	1	1
School Operations Support Staff	1	1	1	2	2	2
Other [specify]						
Other [specify]						
Other [specify]						
Total FTEs at School	10.9	12.9	16.2	20.7	23.5	25.5

2) Provide the student-teacher ratio as well as the ratio of total adults to students for the school.

Our student-teacher ratio will be 22:1 in grades K-2 and 25:1 in grades 3-8 for a total student-teacher ratio of 22.6:1. We will have support staff and administration, so the total ratio for year one is 10.8:1, year two, our total ratio is 12.9:1, year three is 13.6:1, year four is 13:1, year five is 13.6:1. Year six is 14.6:1. This ratio will change based on the needs of our student population once enrollment is complete. For example, we may have a large student population requiring speech or have students with severe disabilities or second language needs. We will adjust staffing and the budget accordingly once we are operational.

3) Explain how the staffing model described above aligns to the school model and is well suited for the community the school intends to serve.

Elko is in a primarily rural, conservative mining and agricultural region. A classical curriculum emphasizes the study of the Western canon, including subjects such as literature, history, and philosophy. This approach to education will align well with the values and beliefs of a conservative community that values tradition and the preservation of cultural heritage.

Classical education is structured around a rigorous and disciplined approach to teaching the NVACS. It is teacher-led and content-based. This will particularly appeal to a rural community that values hard work, self-discipline, and academic

excellence. A classical school model's strong emphasis on teacher-led instruction and a structured classroom environment attracts high-quality teachers who prefer this approach. Finally, by total capacity, a classical education staffing model involves hiring secondary teachers with expertise in the subject areas emphasized in the curriculum rather than relying on a more generalized approach to teaching. This is particularly important in a rural community with limited access to these resources and specialized expertise (such as Latin foreign language instruction). The classical model lends itself well to conservative communities such as Elko because it emphasizes direct, explicit instruction of the NVACS content standards, tradition, discipline, structure, and subject matter expertise.

NCAE will be a small school of choice. The staffing model ensures strategic support for special needs, EL, and other atrisk students. Additionally, AB 289 (2019) requires all public elementary schools to designate a licensed teacher employed by the school who has demonstrated leadership abilities to serve as a literacy specialist. AB 400 (2023) further clarified that literacy specialists and teachers involved in a student's reading success must be knowledgeable and have expertise in providing intervention services and intensive instruction to students in reading. NCAE's commitment to high-quality instruction and intervention will necessitate strong professional development to ensure expertise in addressing literacy needs. We will incorporate data-driven and research-based curricular and instructional programming to ensure all students succeed. We will start in the lower elementary grades with a full, rich, and challenging curriculum, and we will be small enough to know all of our students and staff and personalize learning well. Finally, our model provides for biweekly intervention blocks so staff and students can target academic needs throughout the school year.

4.4 HUMAN RESOURCES

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

Recruiting and hiring qualified, skilled teachers is crucial to NCAE's success. Our newly hired School Leader will initiate the recruiting and hiring process with the Board during our incubation year. We will contact regional universities and Great Basin College's teacher program. We will also attend recruiting fairs and reach out to colleagues and community members in the area. Finally, we will launch a robust social media campaign, post on educational electronic job boards and within classical education networks and engage with local community organizations.

In alignment with our classical model's mission and vision, we will recruit qualified teachers with a range of experience and diverse backgrounds to best meet the needs of our students. We will hire teachers who believe all students can learn and be successful and are committed to meeting the needs of all children from various backgrounds, socioeconomic statuses, and learning needs.

The following criteria are proposed for selecting candidates:

- 1. Academic qualifications: Candidates must have a bachelor's degree or higher in the relevant subject area.
- 2. Teaching experience: Candidates with successful teaching experience in the relevant subject area are preferred. Candidates with successful classical education experience are preferred.
- 3. Personal qualities: Candidates will have excellent communication skills, be able to work well in a team, be flexible and adapt to ever-changing circumstances, be aligned with classical education, and have a passion for teaching.

The following considerations will be included in the recruitment and hiring process:

- 1. Cultural fit: Candidates will be assessed for alignment with NCAE's mission and vision and classical education.
- 2. Diversity and inclusion: NCAE will aim to recruit diverse teachers from different cultures and backgrounds to represent the demographics of our student body.

3. Professional development: NCAE will recruit teachers committed to ongoing professional development and willing to learn and adapt to new teaching methods and technologies.

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

As stated above, NCAE will intentionally target diverse teachers from various cultures and backgrounds. Additionally, candidates need to be culturally competent and committed to meeting the needs of a diverse population. Our primary goal in recruiting and hiring staff is to ensure they are, first, highly qualified, then bilingual if possible, and also that they are diverse and representative of the student body in our region. Given the anticipated demographics of our students, NCAE will prioritize staff diversity and leverage our Founding Board, Governing Board, potential families, and community partners to recruit a wide range of applicants.

3) Describe the school's employment benefits, 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.

As an authorized State of Nevada charter school, we will participate in the Nevada Public Employee Retirement System (PERS). We will also provide health and liability insurance. Staff will have the option to participate in a 403b and 457 plan if they choose. Finally, staff will have vacation, sick, and family leave options. Once approved, the Governing Board and School Leader will work with our back-office provider to create and approve a robust salary schedule. Teachers will be compensated less or more depending on experience and/or additional credentials and degrees. Extra-duty contracts will be compensated, including co-curricular, extra-curricular, and teacher-leader stipends. NCAE will also have the same vacation schedule as Elko County School District to accommodate staff.

Retaining high-performing teachers and staff is essential to achieving school-wide results, and NCAE is committed to providing extensive professional development and mentoring opportunities. We will have 19 total staff training days in our first year of operation, which includes biweekly professional development blocks. Several follow-up training and observation dates are embedded in the calendar to ensure our curriculum is implemented with fidelity. Professional learning is imperative for assisting our staff in the instruction and best practices of delivering rigorous, high-quality content. We will include pertinent support staff and our substitute teachers in all training as they are available. We will foster a positive work environment that values action research, encourages best practices, and engages in professional collaboration, creativity, and innovation. Finally, we will conduct an annual staff survey to provide us with feedback to improve our recruitment and retention of high-performing teachers continually.

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

The following is a breakdown of our steps in the hiring process:

- Determine staffing needs: The first step is to assess our first year and future staffing needs. This involves analyzing the number of students, projected enrollments, and class sizes. The Governing Board will be responsible for hiring the School Leader. In collaboration with the Governing Board and other committees as pertinent, the School Leader will begin assessing staffing needs and be primarily responsible for the subsequent steps.
- 2. Develop job descriptions: Job descriptions for each position will be developed based on staffing needs. This will include key responsibilities, required qualifications, and desired characteristics, as stated above. We will intentionally target Spanish-speaking, bilingual staff to support our potentially large Spanish-speaking student and parent population.

- 3. Develop a recruitment plan: The recruitment plan will outline how we will advertise the positions, including job boards, social media, and other relevant channels.
- 4. Develop selection criteria: Criteria for selecting candidates or rubrics will be developed based on the job description and our mission and vision. The criteria include academic qualifications, teaching experience, personal qualities, and references.
- 5. Review applications: We will review applications and resumes and select candidates that meet the criteria.
- 6. Conduct interviews: We will interview the selected candidates to assess their suitability for the job. During the interview process, we will specifically ask candidates about their experiences working with diverse populations and their commitment to our mission and vision. We may include a demonstration lesson or other strategies to ensure we are hiring highly qualified teachers. The School Leader and interview team will finalize the interview process.
- 7. Conduct reference and background checks: Candidates must be subject to reference and background checks to confirm they are licensed, highly qualified, and have cleared all background checks.
- 8. Offer employment: Once the most suitable candidate is identified, the NCAE Governing Board will propose a contract and negotiate the salary and benefits package.

The procedures for dismissing school personnel will follow all applicable Nevada Revised Statutes, collective bargaining agreements, and board policies and procedures.

Dismissal Process: The School Leader will notify individuals subject to dismissal in writing and person. All communications, interventions, action steps, and outcomes will be fully documented before dismissal. Teachers will be given opportunities to improve their deficiencies, which will include providing training and support. Their inability or unwillingness to correct their deficiencies will be cause for dismissal. Unsatisfactory employees may be dismissed for violations of contractual obligations, unsatisfactory evaluations, and/or unprofessional behavior. The School Leader will follow the required steps to ensure compliance with all legal requirements and contractual procedures.

Individuals Responsible: Depending on the position hired, the School Leader and/or a designated hiring committee will oversee the hiring process. The School Leader or other designated school official will handle the dismissal process. A designated third-party vendor or the local law enforcement office will conduct criminal background checks.

5) Describe the school's performance management system and process for teacher evaluation. Provide your teacher evaluation tool(s) as Attachment 15, as well as any supporting protocols or documentation.

NCAE will evaluate and manage performance in a variety of ways. Teachers and certified staff will be evaluated using the Nevada Educator Performance Framework (NEPF) protocols and framework. For professional development, each teacher will have an individual professional learning plan to support their continuous improvement. The steps to the NEPF include:

- 1. Goal Setting: Teachers and administrators will establish performance goals that align with the school's mission and objectives. These goals include improving student achievement, enhancing instructional strategies, or increasing teacher collaboration.
- 2. Observations: Administrators or designated evaluators will conduct classroom observations to evaluate teachers' performance. These observations will be announced and unannounced. Additionally, pre- and post-observation conferences will discuss goals and expectations per NEPF requirements.
- 3. Data Collection: Student achievement data, such as standardized test scores, MAP data, classroom assessments, portfolios, and other classroom data, will be considered.

- 4. Feedback: After observations and data collection, administrators or evaluators will provide teachers with feedback on their performance, highlighting areas of strength and improvement. Feedback will be given in writing and through face-to-face meetings.
- 5. Professional Development: Based on the feedback received, teachers will participate in professional development opportunities to improve their instructional strategies and meet performance goals.
- 6. Mid-Cycle Goal Review: A goal review meeting is held in the middle of the school year or probationary cycle.
- 7. Summative Evaluation: At the end of the evaluation cycle, administrators or evaluators will formally evaluate the teacher's performance, rating them according to predetermined criteria.
- 8. Follow-up: After the evaluation, administrators and teachers develop a plan to address areas of weakness and set new performance goals for the next evaluation cycle.

Many different tools are used in the evaluation process, including:

- Educator Pre-Assessment Form: Teachers will complete a self-assessment of their performance, reflecting on their strengths and weaknesses and setting goals for improvement.
- Parent and Student Surveys: Student surveys will provide valuable teacher performance feedback, particularly in classroom management and instructional delivery.
- Peer Observations: Teachers might be asked to conduct peer observations, where they observe and provide feedback on their colleagues' performance.

Regarding the professional development goals, all teachers and certified staff will participate in bi-weekly Professional Learning Communities (PLCs) to develop their initial goal-setting targets based on data and complete their progress monitoring, mid-cycle review, and final evaluation at the end of each quarter. The academic goals embedded within their NEPF will align with their professional development objectives. Data analysis at the mid-cycle review meeting and end of the semester will determine progress and modifications, if applicable. Final evaluation meetings at the end of the year will include setting professional development goals based on the performance measures.

Assessment	ΤοοΙ	Frequency
Curriculum and Assessment	NEPF Rubric *Instructional and Professional Responsibilities	Observations - probationary and post- probationary requirements Progress monitoring at the end of Q1 and Q3 Mid-Cycle Review at the end of Q2 Final evaluation at the end of Q4
Individualized Professional Learning	PLC Plan Rubric	Initial self-review and goal-setting meeting (orientation week) Progress monitoring at the end of Q1 and Q3 Mid-cycle review at the end of Q2 Final evaluation at the end of Q4
Student Learning Goals and Achievement	PLC Rubric, NWEA MAP Data	Initial data review and goal setting meeting (after first MAP testing cycle) Progress monitoring at the end of Q1 and Q3 Mid-cycle review at the end of Q2 Final evaluation at the end of Q4

6) Explain how the school intends to identify and address unsatisfactory leadership or teacher performance.

NCAE will identify and address unsatisfactory leadership or teacher performance using the NEPF protocols. The NEPF rubric includes quarterly observations at a minimum, progress checks at the end of Q1 and Q3, a mid-cycle review during the semester, and a final evaluation after the school year. Additional measures will include classroom behavioral and attendance data, feedback from students and parents, mentoring and coaching feedback, and academic data.

In the case of unsatisfactory performance, NCAE will develop an Educator Assistance Plan to outline specific areas for improvement, goals, timelines for improvement, and support and resources to help the individual meet these goals. These intensive plans will include specific goals, timelines, and the support provided. The school will provide ongoing professional development opportunities for teachers and administrators to improve their skills and address areas of weakness. Administrators or other mentors will also enlist external support and coaching for teachers and administrators struggling in their roles. These interactions involve providing feedback, modeling effective practices, or offering resources and strategies to improve performance. At some point, disciplinary action must be taken for leaders and teachers who do not meet minimal expectations. This can include reprimands, probation, or termination, and will follow all appropriate statutes, regulations, and contractual procedures.

7) 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, detail the areas that will require additional support and the costs and criteria for selecting such service provider. If not, provide a detailed description of how and by whom these functions will be managed.

NCAE has engaged with Founder's Classical Academy in Las Vegas and intends to finalize a Memorandum of Understanding for back-office support during the first year or more. They will help with payroll, human resources compliance, financial reporting, and accounting services. We will also work with FCALV to provide fiscal training for pertinent staff and the Governing Board. The School Leader and office support staff will manage the relationship with our back-office provider. Support will include the following:

- Access to a shared back office for handling financial matters related to the operations of both schools. This will include payroll, compliance, accounting, and reporting services.
- Access to professional assistance with the **organizational framework**, specifically reports and data collection for the state -- Bighorn and Epicenter.
- Access to professional assistance with state assessments Brigance, Map Growth, SBAC.
- Access to professional assistance with the **financial framework**, specifically budget (including annual audit) and banking best practices and requirements, including the Grant Management System.
- Access to training in person and virtually -- for the Governing Board and the school leadership, including mentoring and best practice counseling, ensuring the academic, organizational, and financial framework are the focus of the school's leadership and management. Additionally, mentoring and support will be provided on the best practices of a Hillsdale K-12 classical charter school and their proper alignment with state standards and requirements.
- Access to monitoring in-person visits to the school's campus to ensure best practices and compliance with state frameworks, classical school pedagogy and materials, classical school culture and discipline, classical school instruction in alignment with NCS, and classical school climate.
- Access to school leader mentoring in person or virtually.

4.5 STUDENT RECRUITMENT AND ENROLLMENT

- 1) Explain plans for student recruitment, marketing, and enrollment during the incubation year.
 - a) Describe in detail the recruitment and enrollment strategies that will be used, the timelines for implementing these strategies, and who will be responsible for implementing these strategies?

NCAE's plans for student recruitment, marking, and enrollment during Year 0 will be focused on starting with a slow growth and small enrollment target of 113 students. By starting small, NCAE has a better opportunity to meet the enrollment goal and foster a more intimate connection with students and families. Once hired, the NCAE School Leader will focus on outreach efforts, including attending community events, collaborating with area daycares and Head Start programming, having informational meetings, engaging through social media, and working with the Governing Board to build enrollment capacity. One of the benefits of a classical charter school is that it has a solid brand image. Classical education appeals to many in the community and will help with student recruitment and enrollment. NCAE is developing a distinctive brand identity that resonates with families and promotes our mission and vision.

b) How will you ensure equal access to interested students and families, including families in poverty; students zoned to attend 1- and 2-star schools; students with disabilities; English language learners; and other at-risk students as defined in the SPCSA's <u>Needs Assessment</u>?

NCAE has developed a plan to meet student needs, including those in poverty, students zoned to attend low-performing schools, students with disabilities, English language learners, and other at-risk students, as defined in the SPCSA's Needs Assessment. For example, according to SPCSA's Needs Assessment manual, Elko County School District served about 8,705 students in 38 schools across eight zip codes. In the district, 18 schools were rated 1- or 2 stars and had an NSPF score under 50 for the 2021-22 school year across seven zip codes that serve 56% of students in the district. NCAE's school facility is close to Southside Elementary and Flagview Intermediate, both historically lower-performing schools. NCAE will intentionally assign additional entries or weights to students with limited English proficiency and foster and homeless students. These subgroups will be intentionally targeted during recruitment activities and events. We will assign higher weights to students in our targeted subpopulations to ensure equal access and opportunity to attend NCAE. Additionally, NCAE will work to ensure equal access through intentional and proactive strategies including but not limited to:

- 1. Outreach and Engagement: NCAE will actively reach out to underserved communities and families, including those in poverty and zoned to attend low-performing schools. This outreach will be achieved by participating in community events, hosting open houses in underserved communities, and partnering with local organizations to promote NCAE.
- 2. Multilingual Materials and Support: Providing multilingual materials and support for families with limited English proficiency will help ensure they will access important information and participate fully in the enrollment process.
- 3. Inclusive and Equitable Recruitment Practices: NCAE will ensure our recruitment practices are inclusive and equitable, actively seeking out and welcoming students with diverse backgrounds and needs.
- 4. Transportation: Pending financing, we will provide targeted transportation or transportation stipends to and from school, which will help ensure equal access for families with transportation barriers. We would like to provide targeted transportation for designated low-income areas with higher concentrations of students as soon as it is fiscally feasible. We are also hopeful to work collaboratively with Elko County School District, EIAA, the Boys and Girls Club, and other agencies to address transportation issues once established in the community.
- 5. Uniform Assistance: Offering needs-based assistance for uniforms will help ensure that families who may not have the financial means to purchase the required uniforms can still attend and have access to quality education. The next fundraising effort will include an option to sponsor uniforms for students in need.

6. Ongoing Support: We will provide ongoing support through our MTSS to at-risk students and families to ensure their success and access to the resources and support they need to thrive.

c) How will you ensure that the school meets at least the minimum enrollment set forth in question 4 below?

For the first three years, NCAE has set low intentional and achievable enrollment goals to allow sustainable growth. NCAE has seen significant enrollment interest through the intent-to-enroll form. We currently have over 100 intent-toenroll forms and will start the school with 113 students. Our lowest numbers are in kindergarten, which is not a significant concern as many parents of 3-year-olds are not yet thinking about school enrollment with a sense of urgency. As stated above, NCAE will create targeted marketing campaigns to attract potential students. The campaigns will include advertisements on social media, billboards, and local newspapers. NCAE will also contact community organizations, churches, and other regional institutions to promote the school.

d) What are the marketing, recruitment, and enrollment targets throughout the winter and spring leading up to the first year of operation and who will be responsible for monitoring progress towards these targets? Note that the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year.

NCAE's current board has been actively marketing and recruiting throughout this development year. However, as we move into the winter and spring before opening, here are some general timelines for implementing strategies:

- March-June: Develop a strong brand identity and actively manage our website and social media accounts.
- May-August: Host informational events. Partner with local organizations and attend community events. Host a philanthropic event.
- November-February: Offer tours and information sessions and strengthen our referral program.
- January-July: Host open houses and focus on recruitment and enrollment strategies.

The marketing, recruitment, and enrollment targets throughout the winter and spring leading to the first year of our charter school operation will depend on us getting out and pounding the pavement. The Governing Board and School Leader will all be jointly responsible for efforts to build our enrollment targets. We have secured the school's location, defined our educational program, provided various outreach opportunities and marketing coverage, and established a list of more than 100 interested students. Overall, we are confident our marketing, recruitment, and enrollment efforts will result in a strong pipeline of interested and engaged families excited to enroll their children in NCAE's first year of operation.

2) Describe the application and enrollment process.

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

NCAE will have an open enrollment policy. All students are welcome to apply, and we will neither charge tuition nor discriminate against any prospective student. To comply with <u>NRS 388A.453</u> and the minimum application period of 45 days, the enrollment window will open every year on the first Monday in January and close on the second Friday in April. NCAE will hold our lottery on the following Friday. Applications received after the deadline will be processed based on availability on a first-come, first-served basis. Once the lottery is complete, applicants will be placed on a waiting list in the order of their submission.

To enroll, families will submit a registration packet with the following documents: a student enrollment form, proof of immunization, home language survey, emergency medical information form, proof of age requirements, and a release of records form.

Enrollment and Application Windows						
2025-2026 2026-2027 2027-2028 2028-2029 2029-2030 2030-20						2030-2031U
Application Opens	1/6/25	1/5/26	1/4/27	1/3/28	1/1/29	1/7/30
Application Closes	4/11/25	4/10/26	4/9/27	4/14/28	4/13/29	4/12/30
Lottery Date	4/19/25	4/17/26	4/16/27	4/21/28	4/20/29	4/19/30

b) Describe the school's proposed lottery policy including any proposed preferences and/or weights for certain student groups.

Each year, after the enrollment period ends, applications will be counted to determine if there are more applicants than available spots in any grade level. If there are more applicants than available seats, NCAE will hold a random lottery to determine admission for affected grade levels. The weighted lottery will assign additional entries or "weights" to students with limited English proficiency and foster and homeless students. These subgroups will be intentionally targeted during recruitment and receive two tickets instead of one. Higher weights will be added in subsequent years until the percentage of students in our targeted subpopulations meets or exceeds the school district and geographic area in which the NCAE is located.

Vacancies do not exist whenever the number of students enrolled in a class exceeds the class's capacity. As vacancies occur, those vacancies will be filled using a lottery system. The following lottery enrollment procedure will be implemented:

- 1. Parents of potential new students must complete the application form. At this time, their child's name will be added to the appropriate grade-level lottery list.
- 2. Parents must complete an application during the open enrollment period to be included in the lottery list for the upcoming year. This lottery will determine the initial enrollment for the upcoming year.
- 3. Enrollment priority is given to the following students:
 - a. Students currently enrolled who choose to remain at NCAE will not be part of the lottery.
 - b. Children of NCAE Governing Board.
 - c. Children of teachers, administrative staff, and full-time employees.
 - d. Siblings of enrolled student(s).

As long as NCAE's enrollment is less than it can accommodate (as determined by NAC 386.353), the school shall enroll students in the order in which applications are received. If more students apply for enrollment than the number of available spaces, the school shall use a lottery to determine who will be enrolled.

- 1. As a public school, NCAE will not close, cap, delay, postpone, or otherwise limit enrollment except as allowed by NAC 386.353.
- 2. NCAE will establish and advertise an enrollment window during which it will accept applications for annual enrollment.
- 3. If the number of applications received during an enrollment window is at most, the number of spaces available, including by grade, all applied students will be enrolled in NCAE.

- 4. If the number of applications received during the window exceeds the number of spaces available, all enrollment applications received during the window will be subject to the lottery. The lottery will be conducted on the Friday after the enrollment window closes.
- 5. Students whose applications are not selected by the lottery will be placed on a waiting list in the order determined by the lottery.
- 6. Students who seek enrollment after the lottery is conducted (after the window closes) will be added to the secondary waiting list but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the student's assigned enrollment order numbers by the first lottery have been exhausted.
- 7. An enrolled student will not be required to re-enroll.
- 8. Any student seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to the appropriate enrollment waiting list.
- 9. As space becomes available, students from the waiting list will be enrolled in the school after submitting all required paperwork. The waiting list enrollment order will be determined by lottery.
- 10. A student seeking enrollment in a grade that is not full shall be enrolled immediately; the student's enrollment will not be delayed until some future time, including until a semester break or the next school year.
- 11. A student who is the first on a waiting list shall be enrolled immediately upon creating space in the student's grade; the student's enrollment may not be delayed until some future time, including until a semester break or the next school year.

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

All NCAE staff working in the enrollment process will be trained in the legal responsibilities and requirements. Ensuring compliance with the legal enrollment requirements is essential to providing equitable education. Additionally, all staff will receive training during the orientation at the beginning and throughout the year during professional development workshops regarding serving special populations. Specific opportunities to establish effective systems include:

- 1. Professional Development Workshops: NCAE will conduct professional development workshops for staff members on legal enrollment requirements and servicing specific student populations. Experts in the field, such as NNPRPD, SPCSA, legal professionals, or educational consultants, will be invited to conduct the workshops.
- 2. Online Training Modules: We will provide POOL/PACT and other online training modules that staff members can access anytime. These modules will cover legal requirements, cultural sensitivity, and practical strategies for working with specific student populations.
- 3. Peer-to-Peer Learning: NCAE encourages peer-to-peer learning by utilizing the expertise of staff members who work with specific student populations, such as English Language Learners or students with disabilities.
- 4. Regular Staff Meetings: NCAE will include a segment in staff meetings and professional development time to discuss legal enrollment requirements and strategies for servicing specific student populations. This will help ensure staff members are informed and up to date on the latest requirements and best practices.
- 5. External Professional Development: NCAE sees the importance of ongoing professional development and will encourage staff members to attend conferences, workshops, and other training opportunities to stay informed and improve their skills.
- 3) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades? What strategies will be used to retain existing students?

Once NCAE is open, we aim to establish a strong community presence to ensure a waiting list of families eager to enroll. As with the pre-opening efforts, families will make up the bulk of our target demographic, and we want to communicate with them in various settings, including information sessions, printed marketing, social media, radio broadcasts, and collaborative efforts with neighborhood childcare providers. With the help of the Governing Board Community Relations Committee, the School Leader will be responsible for ensuring the enrollment strategies and activities are carried out with fidelity. Once the school opens, the student recruitment plan will shift from creating awareness about NCAE to retaining current students and backfilling vacancies by attracting and enrolling new students. This will involve different strategies, activities, events, and persons responsible than the pre-opening year. Here are some ways in which the student recruitment plan will differ from the pre-opening year:

- Targeted marketing: NCAE will need to focus its marketing efforts on specific groups of potential students, such as those interested in the mission and vision, curriculum, and programs and those looking for alternatives to their current school. We will use our website and Facebook page, radio interviews, newspaper articles highlighting student activities, social media, and targeted emails to reach these groups.
- Facility tours: Once we open, we will offer tours to prospective students and their families. These tours will showcase the facilities, programs, and faculty and allow families to see the school in action.
- Recruitment events: We will hold open houses, information sessions, and other events to attract potential students. These events will target specific age groups or programs designed to give families a taste of classical education and NCAE's culture and community.
- Early recruitment: We will continue collaborating with childcare providers, including Head Start and neighboring providers.
- Opportunities for Retention and Growth: We will slowly introduce extracurricular activities, community service
 opportunities, and other programs that engage students and promote a sense of belonging to retain existing
 students. A focal point throughout the year will be communicating regularly with families to address concerns
 and provide updates on student progress. We will also remain focused on retaining existing students by
 providing excellent academic and social experiences, involving families in school events and activities, and
 continually soliciting feedback from families about their experiences through student and staff surveys to ensure
 we are meeting the needs of and retaining our current families as well as constantly improving.

4) Complete the following tables for the proposed school. *Remove rows as needed.*

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
К	40	40	40	40	40	40
1	22	40	40	40	40	40
2	22	22	40	40	40	40
3	22	22	22	40	40	40
4		22	22	22	40	40
5			22	22	22	40
6				22	22	22
7					22	22
8						22
9						
10						
11						
12						
Total	106	146	186	226	266	306

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
К	44	44	44	44	44	44
1	22	44	44	44	44	44
2	22	22	44	44	44	44
3	25	25	25	50	50	50
4		25	25	25	50	50
5			25	25	25	50
6				25	25	25
7					25	25
8						25
9						
10						
11						
12						
Total	113	160	207	257	307	357

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

c) Maximum Enrollment. Enrolling more than 10 percent of the planned enrollment described in subsection b would necessitate a charter amendment

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
К	44	44	44	44	44	44
1	22	44	44	44	44	44
2	25	25	50	50	50	50
3	25	25	25	50	50	50
4		27	25	25	50	50
5			27	27	27	50
6				27	27	27
7					27	27
8						27
9						
10						
11						
12						
Total	116	165	215	267	319	369

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

The rationale for the number of students and grade levels served in the first year of a charter school operation is based on several factors, including the resources and facilities available to the school, the demand for a classical school's services in the community, and our ability to provide high-quality education to students. NCAE will start with a smaller number of students in the first year. This allows NCAE to establish a strong foundation and ensure adequate resources and facilities to meet the student's needs.

Regarding the grade levels served, NCAE will start with the elementary grades, kindergarten through 3rd Grade, and then expand to serve additional grade levels in subsequent years. This approach allows us to focus on a specific age range of students (lower elementary) and provide a solid foundation that better ensures that the culture, curriculum,

and teaching methods are tailored to their needs. The slow growth model also provides NCAE with a few operational years before we establish a middle school.

The growth plan includes a phased approach to expansion, with NCAE adding additional grade levels and increasing enrollment over time as it becomes more established and develops a strong reputation in the community. This growth plan will be contingent on our ability to attract and retain high-quality teachers, the demand for classical education services in the community, and the availability of resources and facilities to support additional students.

Finally, the small school and slow growth plan provides us time to address facility needs as we add new grade levels each year. We will be better equipped to manage our resources and allocate funds to hire highly qualified staff, purchase essential equipment, furnishings, and supplies, and maintain the infrastructure.

6) As Attachment 16, provide evidence of demand from prospective students and families within the community you intend to serve as described in the Targeted Plan section.

Please see the evidence of demand in Attachment 16. As of April 15, 2024, we have 107 children whose parents have completed the intent to enroll form. Of the current list, 30 will be in kindergarten, 33 in first, 19 in second, and 25 in third. The enrollment breakdown is provided in more detail in Section 2.3. We will ramp up our recruitment activities upon charter approval to grow our interest list and fill each class. We will continue to gather evidence of demand for our classical charter school from prospective students and families within the Elko metro community through the intent to enroll form, surveys, community meetings, social media, and eventually starting a waitlist for interested families once we have reached capacity.

7) Describe how you will maintain engagement with families that have already demonstrated interest (see question6) through the application window and maximize the number who apply to enroll.

Engaging with families that have already demonstrated interest in NCAE is essential for ensuring a solid applicant pool and maximizing enrollment. We have maintained consistent engagement with interested families through the following:

- *Communication*: We will continue to grow and maintain a contact list of interested parents and community members. We will communicate regularly with this group through email updates about NCAE's progress invitations to upcoming events and individual outreach as needed.
- *Events*: We will continue to host meet and greets and information sessions, as well as booths at community events and fairs to provide opportunities for families to learn more about NCAE, meet board members, and connect with other interested families. These events also build a sense of community and excitement around the school.
- *Personalized Engagement:* We will personalize emails, phone calls, and invitations to meet with school staff and target outreach to families based on their interests or concerns. Personalized outreach to families helps to build a strong relationship and increase their likelihood of applying to enroll.
- Media: We will continue to utilize our website, social media pages, local newspapers, radio stations, and community magazines to maintain engagement with families and build a presence within the larger community. Posting regular updates and responding promptly to inquiries will help to build trust and encourage families to enroll.
- *Community Partnerships:* We will continue to build partnerships with community organizations, local businesses, philanthropists, and other stakeholders to raise awareness about NCAE and encourage families to apply and enroll. We will partner with local churches, community centers, Head Start, the Boys and Girls Club, the Resource Center, the Homeschool Coop, and other youth organizations.

4.6 INCUBATION YEAR DEVELOPMENT

 Provide a detailed start-up plan for the planning year (the year leading up to the opening of the school) to ensure that the school meets all of the <u>SPCSA's Pre-Opening Requirements</u> and is ready for a successful launch. Using the template provided, outline key activities, responsible parties, and milestones, and submit as Attachment 17 ("Incubation Year Planning Table").

See Attachment 17 for the full chart addressing SPCSA's Pre-Opening Requirements. The NCAE Founding Board began the planning process over two years ago. The team has devoted immense time and energy through careful planning, community engagement, fundraising, and navigating many learning opportunities. The Governing Board is committed to intensifying efforts during the 2024-2025 incubation year to ensure a successful startup. Our Attachment 17 detailed startup plan outlines key activities, responsible parties, and milestones for the planning year leading up to the opening of the school.

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

The School Leader will participate in a comprehensive leadership development program tailored to their needs and NCAE's specific goals during the incubation year before the school opening. We have developed a solid professional relationship with Treasure Valley Classical Academy and Founders Classical Academy of Las Vegas, both classical schools. This relationship includes support for our School Leader using a mix of workshops, coaching, mentoring, and experiential learning opportunities before NCAE's launch. The board and administrative team at Founders have agreed to blocks of time, up to 2 weeks at a time, for the School Leader to shadow their School Leader to help them see best practices for starting the school year, curriculum, planning and instructional delivery, professional development, reporting, board relations and more. NCAE's School Leader will attend Hillsdale K-12's intensive administrative training in the fall and will have access to the considerable school leader support resources available. Beyond formal workshops, coaching and mentoring, job shadowing, and professional development conferences, the School Leader will be encouraged to build relationships with other administrators in Elko and the surrounding educational communities, NNRPDP, and other agencies.

3) Explain who will work on a full-time or part-time basis immediately following approval of this application to lead development of the school(s). Explain who will employ these individuals, describe plans to compensate these individuals, and describe each individual's core responsibilities during the incubation year.

NCAE is working to hire a full-time School Leader immediately who will execute the Year 0 incubation plan. The compensation will come from the secured donations from 2023-2024 philanthropic efforts. The responsibilities of a full-time School Leader hired to lead NCAE's development will include working with the Governing Board on policies and procedures, finalizing the recruitment and application process, completing the handbook, ordering curriculum, hiring teachers and staff, purchasing equipment, furniture and supplies, securing contracts, preparing staff development, attending community events, attending professional development, coaching and job shadowing opportunities, working with the back-office provider on financial and human resources needs, and working with the charter authority to ensure the school meets all applicable legal and regulatory requirements. The Governing Board will support the School Leader in these efforts and ensure they have the necessary resources and finances to be successful in Year 0 and beyond.

Additionally, it will be imperative for the School Leader to build relationships with local businesses and community organizations to secure partnerships and resources and ensure NCAE has the resources and support to meet the needs

of all incoming staff and students, including EL students, students with special needs, and those who are at risk of falling behind. The newly hired School Leader will work directly with the Governing Board in continued marketing and attracting families and students to NCAE.

Once state funding is available in the summer of 2025, NCAE will hire an office manager. Ideally bilingual, this person will help with all clerical duties, setting up the database for students and staff, including Infinite Campus, managing enrollment packets and procedures, managing grants and contracts, purchasing, and record keeping.

4.7 SERVICES

- 1) Describe plans for supporting all operational needs of the school, including but not limited to those services listed below. Explain how any vendors will be selected, evaluated, and held accountable. Explain how you will fund the provision of these services.
 - a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - 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, identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
 - c) Facilities maintenance (including janitorial and landscape maintenance)
 - d) School health and nursing services: Describe your plans for providing nursing services, including how student required immunizations will be monitored.
 - e) Safety and security (include any plans for onsite security personnel).
 - f) Other services that will be critical to the academics, operations, or financial management of the school.

To support all of NCAE's operational needs, NCAE has begun efforts to address transportation, food service, facilities maintenance, school health, and safety and security. The budget is lean initially due to the small enrollment size and includes planned growth as enrollment increases. NCAE's School Leader and office manager will be responsible for identifying qualified vendors who can provide the necessary services. NCAE will continue to engage with the EIAA regarding their current and previous vendors and will contact the vendor working with Elko County School District (Chartwells). NCAE will strive to negotiate with vendors with outstanding track records and evaluate their performance regularly.

We understand that all staff will work together to meet the needs of the students. Ideally, if the legislature increases the charter budget this session, we would like to provide the following:

1. Transportation: NCAE's location is in the center of our community. When we factor in the 2-mile radius for school transportation, we target most elementary schools with designations lower than three stars and schools with large numbers of our targeted at-risk populations. By year two or three, depending on the budget, we hope to provide transportation stipends to parents outside the 2-mile radius but still within the City of Elko. This is not currently included in the budget as it depends on enrollment numbers and DSA funding. Once our budget is financially robust, we will explore contracting with a reliable and reputable transportation provider with a proven track record of providing safe and reliable services if we have a significant cluster of at-risk students in one area within city limits but outside the 2-mile radius. The cost of transporting all students in a region as geographically spread out as Elko makes offering transportation for all students cost-prohibitive in the first years of operation. If we choose a vendor or work in-house, we will carefully evaluate and select services and drivers based on their experience, safety record, and cost-effectiveness. The transportation provider will be held

accountable for maintaining a safe and reliable operation by establishing performance metrics and monitoring their performance. Funding for transportation will come from the operating budget or through a state transportation funding program.

- 2. **Food Service:** As with transportation, during our initial year, we plan to explore partnering with a food service vendor to provide nutritious and affordable meals for students. We will explore having meals made off-site (at the Senior Center, for example), serving pre-made meals onsite, or having an internal staff member make simple meals onsite. The food service vendor or onsite team will be held accountable for meeting federal, state, and school expectations by monitoring the quality of food, adherence to nutrition standards, and compliance with food safety regulations. A food service program wholly depends on funding and is not included in our budget plans. Upon receipt of the financing through federal and state food programs, we will build a food service plan based on feasibility and best fit for our student population.
- 3. Facilities Maintenance: NCAE will lease an existing charter school until a permanent facility is constructed. Until we reach a significant enrollment number, we will contract the essential maintenance and custodial work. As tenants of the facility, the landlord will be responsible for long-term and considerable maintenance. Funding for facility maintenance will come from the operating budget and state facilities funding programs.
- 4. School Health: We will contract or outright hire a healthcare provider to provide essential health services to students, such as first aid, medication administration, and health screenings. The FASA (First Aid Safety Assistant) will organize and administer all required health examinations by <u>NRS 392.420</u>. The healthcare provider will be held accountable for providing quality health services by monitoring the health outcomes of students. Our office manager will also be trained in essential record-keeping and health support services. Funding for school health services will come from the operating budget and through state health programs as applicable and available. A licensed healthcare provider's order will be developed if a student requires specialized health services at school, including a nebulizer treatment, Epi-pen injection, blood glucose monitoring, gastrostomy tube feeding, or bladder catheterization.
- 5. Safety and Security Assessment: We will conduct a comprehensive safety and security assessment to identify potential risks and vulnerabilities. This assessment will guide the development of a safety and security plan. Based on the assessment, we will develop a comprehensive safety and security plan that outlines strategies for mitigating risks and vulnerabilities. The plan will include provisions for preventing and responding to emergencies, such as natural disasters, accidents, and security threats. Since our facility is an existing charter school building, the previous tenants have addressed many safety and security concerns. These will be included in our lease agreement. We have a strong relationship with that charter school and will learn from their best practices as we conduct our initial assessment and develop our safety plan.
- 6. **Other services -** NCAE will actively seek funds and community relationships to provide services and equipment for co-curricular art, music, science, physical education, and other educational activities. For example, there are Arts in the Schools grants available for which we will apply.

2) Outline plans to ensure that the school will have information technology infrastructure, equipment, software, and policies to effectively support the school model and operations.

NCAE will provide all staff with desktop computers and/or laptops and will use computers with wireless internet for testing at all grade levels. The budget includes funding to purchase laptop carts to support classroom technology and assessment windows. Google Suite accounts will be utilized for staff and student Chromebooks. NCAE will ensure access to and compliance with the SIS requirements by implementing Infinite Campus and other necessary data systems. NCAE will purchase assessment software supports and licenses such as MAP and eSpark to support classroom instruction, IEP development, and interventions. The budget was allocated to set up a secured wireless network, phone system, and technology vendor support. The NCAE Governing Board has two members with extensive IT backgrounds to ensure we

have the internet infrastructure to support operations beginning in Year O. All records will be secured and stored according to FERPA and robust security policies. NCAE's information technology policies will be established and documented to ensure that all stakeholders, including students, staff, and parents, know and sign off on acceptable use, data privacy, and security policies. Finally, NCAE will provide ongoing training and support to ensure all stakeholders are proficient in using technology tools and software. This includes training teachers to integrate technology into their lesson plans and technical support to students, parents, and staff.

3) Describe the systems and procedures that the school will implement in order to ensure data security and privacy in compliance with FERPA and other statutes and regulations that may protect student and/or employee information.

To ensure data security and privacy in compliance with FERPA and other statutes and regulations that protect student and/or employee information, NCAE will utilize Infinite Campus by all legal requirements. All pertinent personnel will be trained and have user permissions to oversee data submissions. Teachers can access classroom data such as attendance, grades, and discipline referrals. The School Leader will work directly with NDE and SPCSA to ensure compliance with all reporting requirements.

All students and parents will have password-protected accounts with access to only their personal information. All electronic records will have secured access, and all paper records will be stored in locked and secured cabinets. During the incubation year, NCAE will work with the back-office provider and the Governing Board to establish systems and procedures to ensure data security.

4.8 FACILITIES

1) Describe the facility needs of the proposed school for year one and at capacity, including any unique features necessary to implement the school design and academic program including:

a) The desired location of the school facility.

The location of the school will be at the current EIAA charter school building at 1031 Railroad Street in Elko, Nevada. EIAA is moving to a larger building this year upon completion of renovations. A unique benefit of this location is that all elementary and middle schools in Elko are within a two-mile radius of this location. The building is fully operational as a public charter school and meets all building codes and ADA requirements.

b) The number of general education classrooms required each year.

Year 1 will require five general education classrooms, with two additional classrooms required each subsequent year. There are nine general education classrooms available in this facility, which provides adequate space for the first three years. In Year 4, we will need 11 classrooms; Year 5 will require 13 classrooms, and Year 6 will require 15 classrooms. We are exploring various options to accommodate long-term growth, including adding modular classrooms to the adjacent lot, acquiring land, and building a new facility.

c) Any additional classroom space required for special education or EL services, labs, specialty classes and intervention or enrichment programs.

In the first two years, we will have ample room for special education, labs, specialty classes, and interventions in separate classrooms. By Year 3, we will use the common areas for pull-out supports during the instructional day and rely on an inclusion model for instructional support. If there is a need for additional space in Year 3, we will explore obtaining a modular classroom or leasing space in a neighboring building (same property owner), provided they meet all codes and requirements. We will add modular classrooms by Year 4 to accommodate new grade levels and support services.

d) Space requirements for administrative functions, food services and physical education.

This facility has a reception area that is secure from the rest of the facility. Multiple offices are available for administrative functions, small groups, 1:1 IEP, 504, assessment, and intervention support. A common activity room is available for lunch, physical education, training, after-school and Friday interventions, and meetings.

- 2) If a facility is not yet identified, or if the identified facility will not meet the school's needs long-term, describe the organization's approach to finding a suitable facility, including progress to date, timeline for selecting and preparing the facility (including development and renovation, if applicable), partners, and any evidence that supports the credibility of the plan. Include the organization's plans to finance the facility, including:
 - a) Total project cost
 - b) Financing and financing assumptions
 - c) Total facility costs that the financial model can handle debt service + lease + maintenance + utilities + etc.

-AND/OR-

If a facility, including either a short- or long-term facility has been identified, provide evidence, such as a lease, MOU, or Letter of Intent, and other applicable information regarding the identified facility as Attachment 18. Briefly describe the facility, including location, size, and amenities. Explain how the facility meets or will be modified to meet the needs previously described. If construction, renovation, and/or tenant improvements are required provide a schedule and timeline as Attachment 19.

Note that charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school.⁵⁸.

NCAE has a signed Letter of Intent (Attachment 18) from the property owner of the identified location to finalize a lease to begin in September 2024, contingent on charter approval. The facility currently houses the EIAA and will become available later this year. Since it is currently used as a charter school, the renovation requirements will be minimal, and inspection and code requirements will be current. The building's location is 1031 Railroad St., Elko, NV 89801, and the facility is 12,020 square feet. The building has nine classrooms, a reception area, an activity room, restrooms, two bonus rooms upstairs, and a fenced outdoor playground of 9,990 SF. NCAE will open in Year 1 with two classrooms for kindergarten and one each for 1st, 2nd, and 3rd grade.

Minimal construction renovations or improvements are planned at the facility before opening in the fall of 2025. Once the facility has been vacated, the property owner will provide the necessary improvements and repairs to return the facility to a suitable shape for a new renter, including painting and repairing walls as required and ensuring all facility amenities (lights, doors, etc.) are in working order before NCAE moving into the facility. In addition, NCAE has engaged with the property owner to discuss general facility updates and renovation ideas. The property owner agreed to provide a 50% discount on the first year's rent to support our startup (see LOI). In addition, the property owner agreed to contribute the entirety of the first year's rent to a capital improvement project or projects chosen by NCAE. The likely options include 1) framed skylights and/or windows in classrooms; 2) sidewalk and landscaping extension on the Railroad Street side of the building; 3) upgraded glass storefront doors facing the west with electronic access controls. Once the lease has been signed, NCAE will work with the School Leader and the property owner to determine the most beneficial capital improvement. The work will be completed in Year 0 before school starts in 2025.

NCAE must expand facilities to house the growing student population by Year 4. Modular units will be purchased and placed on adjacent land (owned by the same property owner) to accommodate school growth, with the ultimate plan

⁵⁸ NRS 388A.360(1)

to secure land and build a larger facility with enough space to accommodate full capacity. The budget includes adding one 2-classroom modular trailer in Year 4, two 2-classroom modular trailers in Year 5 (to allow for two new classrooms and space for expanding staff and student needs), and one 2-classroom modular trailer in Year 6, for a total of four 2-classroom modular trailers. NCAE has discussed this plan with the property owner, who supports our growth plans.

3) Describe the Committee to Form's or CMO's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The Committee to Form has professionals from education, accounting, business management, law, nonprofit and forprofit enterprises, construction project management, and land acquisition. We also have many contacts in the Elko area, including real estate brokers, agents, and land and housing developers, to support our efforts to acquire the facility. The Governing Board Facilities Committee will be responsible for the efforts related to contracting with a 'Clerk of the Works' on facilities acquisition, construction, and management as applicable.

4) Explain the organization's plan to maintain the facility.

NCAE is budgeting for contracted services related to custodial, maintenance, repairs, and utilities to ensure the building and grounds are maintained in good and sanitary order. NCAE used the budget allocated by the charter school currently in the facility to inform the budget. This is anticipated to be sufficient to maintain the initial facility. Per the lease agreement, the Property Owner will be responsible for the facility's overall maintenance and will not charge NCAE any common area maintenance fees, including HVAC maintenance or landscaping maintenance costs. The Property Owner also bears sole responsibility for maintaining the building shell and associated systems, including structural components, HVAC systems, the plumbing supply and waste systems (excluding stoppages), the electrical systems, the roof, landscaping, irrigation, and parking lot sealing and striping.

5) Describe timelines and plans for ensuring that the facility (whether identified or not) will have proper permitting to operate as a school. Explain the applicant team's interactions with the local jurisdiction to date and plans for future engagement, including the applicable planning department/division and traffic department/division. If the applicant has approval from the local jurisdiction for the proposed location, provide that as part of Attachment 20.

The facility is currently used as a charter school and meets all safety and code requirements. Representatives from NCAE have met with the City of Elko Planning Department multiple times to discuss NCAE's facility use after EIAA moves to their new location. As a result, it has come to light that a Conditional Use Permit (CUP) is required for a school in commercial zoning. This was somehow overlooked when EIAA originally opened. NCAE has worked collaboratively with City staff to submit the proper application and is assured by the staff that no issues will delay approval. We expect to receive final approval at a Planning Commission meeting on May 7, 2024. NCAE will continue to work with law enforcement, health inspectors, and the city government to ensure proper permitting, inspections, and regulatory compliance. The facility will be reinspected before NCAE occupies it in the Fall of 2024, a full year before school opening, giving ample time for correcting any deficiencies. Finally, NCAE will collaborate with the EIAA's administrative team to develop our safety and crisis management plans. In the spring of 2025, NCAE will schedule final inspections with pertinent local agency buildings and fire and health departments to ensure the school meets all occupancy requirements.

6) Provide, as Attachment 21, 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.⁵⁹.

Please see Attachment 21 for insurance coverages.

NCAE will secure workers' compensation, liability insurance, health insurance, and group life insurance for all staff. Specific coverage, as reflected in the financials: General liability, Umbrella, Educators' Legal, Employment Practices, Employment Benefits, Errors and Omissions of sponsor and governing body, Accident Insurance, Commercial Property, Cyber Liability, and Unemployment Insurance as required by law.

⁵⁹ NAC 388A.140 and NAC 388A.190

5 FINANCIAL PLAN

1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school and describe the selection process and criteria for the selection of these contractors.

The NCAE Governing Board brings significant financial and operational experience to the school. The board's role is to oversee financials, so financial expertise is essential. NCAE will have accounting policies approved by the Governing Board that outline the accounting practices. They will include systems for internal controls, guidance on all financial activities and programming, consistent reporting and auditing, and accountability to ensure irregularities, waste, fraud, misuse, and abuse do not occur.

NCAE will comply with the Generally Accepted Accounting Principles (GAAP) defined by the Financial Accounting Standards Board and the Governmental Accounting Standards Board and comply with all statutory and regulatory requirements.

The Governing Board believes securing a School Leader with experience in charter school operations, classical education, and support from qualified staff will be essential to the school's success. NCAE will also contract with Founder's Classical Academy Las Vegas for back-office administrative services, including accounting, procurement, payroll, and audits. We will work with our back office provider to construct financial and administrative processes to maintain effective financial controls, notably by distinguishing roles between the School Leader, office manager, and board treasurer. This back office provider's contractual services will also help NCAE's Governing Board establish a financial policy document.

The School Leader and back office provider will implement a financial and administrative cycle plan to satisfy Nevada public school reporting standards and furnish the Board with timely and accurate information. NCAE will ensure that the back office provider complies with applicable laws and regulations, maintains appropriate insurance coverage, and has proper policies and procedures to safeguard confidential information. The back office provider will provide the operational financial functions, monitor internal controls, track debt and equity appropriations and fund balances, and other related activities. The School Leader and Governing Board are responsible for all financial and administrative objectives, policies, programs, and practices to ensure a sound financial structure.

The provider's accounting staff responsibilities will also perform accounts payable, accounts receivable, purchasing, collections, payroll, accounting, and financial reports and ensure accurate accounting systems and record keeping. The School Leader and team will maintain all documents, monitor, measure, and analyze processes, and continually implement any actions to improve the processes. Additionally, the School Leader will work with the contracted audit team to evaluate findings and recommendations reported by the auditors and determine actions to address findings, deficiencies, and recommendations. The School Leader, working with the back office providers, will complete all actions within the required time frames to correct and resolve all findings within the audit report. NCAE will engage an independent auditor to review financial records, internal controls, and other aspects of school operations.

2) Public charter schools in Nevada are required to conduct an annual financial audit.⁶⁰. 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.

NCAE must conduct an annual financial audit, an independent examination of the school's economic and administrative operations. The purpose of the audit is to ensure that the financial statements are accurate and reliable and that the school is operating in compliance with applicable laws and regulations. With the Board Treasurer's and Chair's oversight, the School Leader will be responsible for the yearly audit, which will occur following the end of every fiscal year. The annual audit of a public charter school's financial and administrative operations in Nevada is conducted by an independent certified public accountant (CPA) licensed to practice in the state.

Annual Comprehensive Financial Report (ACFR), the annual report required by <u>NRS 387.303</u> will ensure accuracy and increase public confidence in the fiscal accountability of NCAE. Two reports will be completed as required: the public school summary report (387 Report) and, according to <u>NRS 354.624</u>, the annual audit of financial statements included in the ACFR.30 The ACFR will be audited by an independent auditor using Generally Accepted Auditing Standards (GAAS). According to statute, the Governing Board will submit a report to the Nevada Superintendent of Public Instruction each year with information about the number of licensed and non-licensed persons, the salaries paid to these persons, and the actual expenditures being reported in the fiscal year. Additionally, proposed expenditures and a schedule of wages for licensed employees for the current fiscal year, along with a statement of whether the negotiations regarding salaries for the current school year have been completed, will also be included. The 387 Report will detail NCAE's actual expenditures in the fiscal year.

To support us in meeting these requirements, NCAE will contract with Founders Classical Academy of Las Vegas to assure compliance with all laws, regulations, and reporting criteria for Nevada's public schools. This will aid NCAE in adhering to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in the state. This includes compliance with the State of Nevada's Department of Education (NDE) and State Public Charter School Authority (SPCSA) guidance and regulations, which require maintenance of accurate financial records, submission of financial reports to the NDE on a timely basis, and adherence to Generally Accepted Accounting Principles (GAAP). The yearly audit will be conducted within all applicable timeframes, and a copy of the auditor's findings will be sent to the authorizer and any other required recipients. Our independent fiscal audit is a matter of public record, and a copy of each year's audit will be kept in the school's office and made available to the public upon request.

The annual audit of NCAE will involve the following steps:

- 1. Engage an independent audit firm: We will hire a qualified and independent audit firm, preferably one with experience in public school audits, to conduct the annual audit.
- 2. Review financial statements: The audit firm will review NCAE's financial statements, balance sheets, income statements, and cash flow statements to assess the accuracy and completeness of the financial information presented.
- 3. Evaluate internal controls: The audit will evaluate NCAE's internal financial controls, which are designed to prevent and detect errors, fraud, and mismanagement. This includes reviewing policies and procedures related to budgeting, cash management, procurement, payroll, and financial reporting.
- 4. Test transactions and compliance: The audit firm will select a sample of transactions to test for accuracy and compliance with applicable laws and regulations. This may include verifying supporting documentation, checking

⁶⁰ NAC 387.775

mathematical accuracy, and ensuring funds are spent according to the school's approved budget and Nevada state requirements.

- 5. Report findings: Upon completion of the audit, the audit firm will issue a report detailing the findings, including any identified deficiencies in internal controls or instances of noncompliance. The report will also include recommendations for improvement. The audit is typically conducted using the GAAS and the Government Auditing Standards issued by the Comptroller General of the United States. The School Leader, director of operations, board Treasurer, and FCALV, the back office provider, will be involved in the audit.
- 6. Adopt written policies and procedures: Develop and maintain a comprehensive set of written financial policies and procedures that outline the school's accounting practices, internal controls, and reporting requirements.
- 7. Implement segregation of duties: Establish a clear separation of responsibilities among the audit team for financial tasks to minimize the risk of errors and fraud. This may include separate individuals handling authorization, record-keeping, and asset custody.
- 8. Conduct regular financial monitoring: Assign responsibility for monitoring economic performance to a designated staff member or committee. The member regularly reviews financial reports and compares actual results to budgeted projections.
- 9. Maintain accurate and up-to-date records: Ensure the school's financial records are complete, correct, and maintained promptly, according to Nevada state requirements and GAAP.
- 10. Provide staff training: Offer training programs to staff responsible for financial management to ensure they are knowledgeable about applicable laws, regulations, and best practices for public school accounting.
- 11. Establish a robust governance structure. This structure ensures the Governing Board has financial expertise and is committed to overseeing the school's financial management and approving budgets and monetary policies.

By implementing these financial controls and plans, NCAE will demonstrate its commitment to adhering to the accounting, auditing, and reporting procedures and requirements set forth by the State of Nevada.

Audits will be conducted annually to meet state reporting requirements. NCAE will comply with the Generally Accepted Accounting Principles and all statutory and regulatory requirements. FASB standards that apply directly to charter schools include the Statement of Financial Accounting Standards. Exceptions will be reported to the Governing Board and considered during the annual review to assess the school's performance, the School Leader and all involved in providing services to the school. They will use all information to ensure compliance with GAAP and standards of fiscal management. NCAE has yet to contract with an external auditor.

3) Discuss in detail the school's contingency plan to meet financial needs and ensure the success of the school if revenues are lower than anticipated.

The Nevada Classical Academy Elko board expects to open with modest enrollment in year one, with two kindergarten classrooms with 22 students and one classroom each in grades first and second with 22 students per class. Beginning in third grade, we will have 25 students per class and add a grade level each year, so in year two. We will have two classrooms for kindergarten and first and add a fourth grade at 25 to 1. Year three will have two kindergarten, first and second grades, and one addition in fifth grade at 25 to 1. In our final year of this charter application, we will have grown to grade 8.

Funding received from the State of Nevada Distributive Student Account, federal program allocations as applicable grants, philanthropic donations, and possible charter school loans will be the primary sources of revenue for the school. We will start with a modest enrollment and staffing model for the first few years, including initial staff salaries, student recruitment, professional development, curriculum, local marketing efforts, contracted services, and capital expenditures for furniture, fixtures, technology, and facility readiness. Access to over \$500,000 through committed

donors will ensure that initial expenses will be funded in Year 0. We will aggressively seek donations and work with local businesses and industries, including typically more prominent donors such as Nevada Gold Mines, to ensure we have adequate working capital and necessary cash flow to carry the school until state, federal, and grant funding catches up with our start-up expenses in Years 0 through 2.

NCAE's School Leader will work with the Board and our back office support team to plan financial controls that may include policies and procedures for budgeting, purchasing, payroll, cash management, and financial reporting. These controls should be designed to prevent fraud, waste, and abuse of school funds. Implementing these controls may involve training staff on proper procedures, establishing internal controls, and regularly reviewing and monitoring financial transactions. NCAE's contingency plan is a critical part of its economic management strategy. The plan outlines our steps if revenues are lower than anticipated. The plan aims to ensure that we will continue to operate as we address any financial challenges. NCAE will follow the steps below to ensure the school's revenue success:

- 1. Perform a Thorough Financial Analysis: NCAE will regularly conduct a thorough financial analysis of the school. This analysis will include a review of the school's revenue streams, expenses, and cash flow. This analysis will provide insights into our school's financial health and identify areas where cost savings can be made.
- 2. Regularly Analyze for Possible Reductions of Non-Essential Expenses: Upon completing the financial analysis, we will identify non-essential costs that may be lowered or eliminated. This may involve lowering staff hours, extracurricular activities, and the expense of supplies and equipment.
- 3. Increase Income Sources: NCAE will focus on opportunities to increase revenue streams. This will involve growing enrollment, providing new activities and services, and raising funds.
- 4. Establish a Reserve Fund: NCAE will work to establish a reserve fund to prepare for unforeseen financial obstacles. This fund should cover any unexpected costs or gaps in revenue.
- 5. Create a Finance Committee: The Board will form a finance committee to provide direction and support to the full board.
- 6. Create a Communication Plan: NCAE will create a communication plan to inform the community of the school's financial position and any adjustments necessary to address economic issues.

Key elements of NCAE's contingency plan will include:

- Develop a Budgeting Strategy: One primary way to ensure success is to create a detailed budget that considers all sources of income and expenses. The Governing Board has expertise in financing, banking, and accounting, so our budget will be reviewed regularly, and adjustments will be made to keep us financially stable. We will plan for various revenue scenarios and develop plans for varying funding levels.
- 2. Review and Cut Costs: We regularly review operating expenses and look for opportunities to reduce costs. This may involve renegotiating vendor contracts, reducing staff, or finding other ways to streamline operations. We will prioritize cost-cutting measures that do not affect the quality of education or the student experience.
- 3. Develop a Plan for Fundraising: In the event of revenue shortfalls, we will ramp up our current fundraising plan to generate additional funds. This plan will include adding to our list of potential donors and enhancing strategies for contacting them. We will also consider implementing fundraising campaigns, events, and other initiatives to raise money.
- 4. Consider Grant and Loan Opportunities: We will vigorously seek grant opportunities to supplement our funding. This will involve applying for grant funding to the Great Schools for Nevada Charter Schools Program subgrant through Opportunity 180 this cycle and partnering with SPCSA and community organizations. Grant opportunities will provide additional funding for specific programs or initiatives that support our mission and vision.

- 5. Build Strong Relationships with the Community: We will continue to build strong relationships with the community and parents to help ensure their continued support. We will provide regular communication about the financial status, open dialogue with parents and other stakeholders, and opportunities for community members to get involved in fundraising and other initiatives.
- 6. Create a Plan for Staff Reductions: If we must reduce staff, we will develop a plan considering the school's needs and the impacted employees. The plan will outline the criteria for selecting staff for reduction and provide support for affected employees.

NCAE will adapt in various ways if the student population differs from the projection and/or if the per-pupil allocation is different than anticipated. We will reduce instructional personnel and support staff if we fall within that number. We would analyze the need and consider moving 1.0 FTE to 0.5 FTE. Additionally, lowering salaries would be considered. All purchases and contracts would be examined for cost savings while meeting staff and student needs.

In addition to applying for Opportunity 180 funding this cycle, we will consider charter school loans backed by our projected enrollment plan and enhanced community fundraising as necessary. In the event NCAE does not receive loan or grant awards, enrollment goals are not met, or revenue delays could cause cash flow problems to occur, donations and philanthropic efforts remain vital in ensuring the school has the funds necessary to pay staff, purchase essential furniture and equipment, and sustain operations during initial years.

- 4) As Attachment 22, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:
 - a) Per-Pupil Revenue: Use the figures provided by the SPCSA within the Financial Plan workbook.
 - b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising revenues are included at \$5,000 or more in any year, include as Attachment 23 a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
 - c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states and required contributions to the Public Employee Retirement System (PERS). Include, for example, anticipated salary ranges for each role identified.
 - d) Applicants that choose to project revenue from Federal Title Programs (I-IV), Federal IDEA, state special education, and state weighted funding streams should include information in their budget narrative regarding:
 - The projected number of students in each applicable subgroup and how this number was determined,
 - How the school will ensure federal grant funds, state weighted funds, and state special education funds are used in alignment with applicable requirements (ex. Allowable and reasonable expenses, supplement vs. supplant), and
 - How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated.

State special education and weighted funding are based on validated prior year enrollment counts; new schools in the first year of operation do not receive these funds.

The budget and cash flow projections found in Attachment 22 are based on conservative estimates of actual costs to operate NCAE. Assumptions to create the budget model are based on rates provided by the State of Nevada, historical financial data, and comparable school estimates.

5) Submit the completed Financial Plan Workbook for the proposed school as Attachment 24. *In developing the budget, ensure that the school does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year).*⁶¹.

See Attachment 24

⁶¹ NAC 388A.730(2)

Addendum

Complete the Addendum Section if you are either:

- A Committee to Form proposing to contract with a non-profit Charter Management Organization (CMO) or forprofit Educational Management Organization (EMO); or
- An experienced Non-Profit CMO applying for sponsorship directly. For-profit EMOs are not eligible to apply for sponsorship directly.

If you are not sure whether you are required to complete this Addendum, contact Katie Broughton at <u>kbroughton@spcsa.nv.gov</u>.

5.1 PAST PERFORMANCE

Pursuant to <u>NRS 388A.249(2)</u>, in reviewing a charter application the SPCSA must consider the "academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school."

- Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as Attachment 25.
- 2) Describe the CMO/EMO's track record regarding academic performance. Provide, as Attachment 26 the three most recent academic performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO. Reports should provide all available data disaggregated by subgroup.
- 3) Describe the CMO/EMO's track record regarding Organizational Performance. Provide as Attachment 27, the three most recent organizational performance reports from the state department of education and authorizer for all other schools affiliated with the CMO/EMO.
- 4) Describe the CMO/EMO's track record regarding Financial Performance. Provide, as Attachment 28, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO, such as 990's.
- 5) Provide, as Attachment 29, up to three years of audited financial statements for each of the CMO/EMO's schools which have been in operation for more than a year.
- 6) List any contracts with charter schools that have been terminated by the CMO/EMO or the school's governing board, including the reasons for such termination and whether the termination was for "material breach."
- 7) List any and all revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools affiliated with the CMO/EMO, and explain what caused these actions.
- 8) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school affiliated with the CMO/EMO in the last three years and describe how such deficiencies were resolved.
- 9) List and provide the case number and court in which the case was filed for any current, pending, or past litigation for the last three years that have involved the CMO/EMO. Additionally, please provide the case number and court in which the case was filed for any significant current, pending, or past litigation for the last three years that you believe the SPCSA should be aware of pertaining to any schools affiliated with the CMO/EMO
- 10) List any schools that were previously approved by any authorizer, but which failed to open or did not open on time and explain the reasons for failure or delay.

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer(s) of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

5.2 SCALE STRATEGY

- Provide the CMO/EMO's overall strategic vision, desired impact, and five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following, regardless of school location: proposed years of opening, number, and types of schools (divisions or grade levels served); any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
- 2) If the CMO/EMO's existing portfolio or the growth plan outlined above includes schools in other states, explain specifically how growth in Nevada fits into the overall growth plan.
- 3) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential school and/or network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders. If known, identify candidates already in the pipeline for future positions.
- 4) Describe how the CMO/EMO evaluates readiness for expansion and provide evidence the CMO/EMO is ready to expand at this time. Describe the key performance indicators that the organization assesses and provide the benchmarks that indicate that expansion is warranted. Why is the CMO/EMO ready to expand now and why in Nevada? If the CMO/EMO has a greenlighting tool, please include it as Attachment 30.
- 5) Describe the steps that the CMO/EMO and local school team will take to scale the model to as proposed in this application, including the people involved and the resources contributed both by the CMO/EMO and the new schools.
- 6) Discuss the results of past expansion efforts and lessons learned. Include particular challenges you have encountered, how you addressed them, and how you will avoid or mitigate such challenges for the proposed Nevada school.
- 7) Describe plans for embedding the fundamental features of the model that you described in the transformational change section in the new school proposed in this application.

5.3 NETWORK CAPACITY

- 1) Provide evidence of organizational capacity to open and operate high-quality schools in accordance with the growth plan outlined above. Describe specific timelines for building or deploying organizational capacity to support the proposed schools.
- 2) Provide, as Attachment 31, the following organizational charts (include both the network level staff and schools within the network):
 - a) Year 1 network as a whole
 - b) Year 5 network as a whole

The organization charts should represent all national operations and clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the proposed school, explaining how the relationship between the governing board and school administration will be managed.

- 3) Identify the CMO/EMO's leadership team and their specific roles and responsibilities.
- 4) Complete the following staffing table indicating projected staffing needs for the entire network over the next six years. Include full time staff and contracted support that serve the CMO/EMO 50% or more. *Change or add functions and titles as needed to reflect organizational plans. Add or delete rows as needed.*

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 5
[Specify]						
[Specify]						
[Specify]						
[Specify] [Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
Total CMO/EMO FTEs						

5.4 SCHOOL MANAGEMENT CONTRACTS

- 1) If you are a Committee to Form (not a CMO applicant), explain how and why this particular CMO/EMO was selected.
- 2) Describe the relationship between the school governing board and the CMO/EMO, including the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 3) Describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. If this is not codified in the management agreement, provide a draft of an agreement or MOU that outlines the relationship during the incubation year, as Attachment 32.
- 4) Describe the services that will be provided by the CMO/EMO, and the costs and fees associated with these services. Provide a copy of the draft contract with the CMO/EMO as Attachment 33.
- 5) Identify any positions at the proposed school which will or may be employed by the CMO/EMO based on the contract. To the degree that these positions will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that person(s) activities by school employees or the board?
- 6) Using the table below, summarize the roles and responsibilities of the CMO/EMO, local board, and school leader as they relate to key functions.

Function	CMO/EMO Role, Responsibilities and Decision-Making Authority	Local Board Decision- Making Role, Responsibilities and Decision-Making Authority	School Leader Decision- Making Role, Responsibilities and Decision-Making Authority
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Assessments			
Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			

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HR Services (payroll, benefits, etc.)		
Development/ Fundraising		
Community Relations		
IT		
Facilities Management		
Vendor Management / Procurement		
Student Support Services		
Other operational services, if applicable		

- 7) Describe how the governing body will evaluate the CMO/EMO, including the process and measures that will be used. *This should align to the contract provided in Attachment 33.*
- 8) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the Committee to Form, or the board of directors of the CMO, as applicable.
- 9) Provide documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada as Attachment 34.

5.5 CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section is only required for CMO applicants that are applying directly for sponsorship.

- To what extent does the governance model of the Charter Management Organization applicant require a waiver from the governance provisions of the charter school law pursuant to <u>NRS 388A.243</u>? If the Charter Management Organization is from another state, how does the board of the Charter Management Organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?
- 2) If the non-profit's current board will hold the charter school, what steps have been taken to transform its board membership to comply with <u>NRS 388A.320</u>, mission, and bylaws to enable the non-profit to govern the charter school? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- 3) If a new board has or will be formed, describe the process for the formation of this new board and describe what its ongoing relationship to the existing non-profit's board will be.

6 COMPLETENESS CHECKLIST⁶²

This section is to be completed by SPCSA staff. Applicants should refer to this section to ensure that they have met all submission requirements. In the event that an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator:		
Date of completeness evaluation:		
Applicant Name:		
Application submission Date:		
Grades served year one:	Gra	des served at capacity:
Applicant type:	Committee to Form	□ Charter Management Organization (CMO)

Narrative:

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	Yes, for CTF Applicants ONLY	□ Yes □ No □ N/A	
 Application Cover Sheet – all applicable questions completed 	Yes	🗆 Yes 🛛 No	
 Meeting the Need – all applicable questions completed DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS 	Yes	□ Yes □ No	
 Academic Plan – all applicable questions completed 	Yes	🗆 Yes 🗌 No	

⁶² NAC 388A.260(2)

	Element	Required?		Complet	te?	SPCSA Comments
4.	Operations Plan – all applicable questions completed	Yes	□ Yes	🗆 No		
5.	Financial Plan – all applicable questions completed	Yes	🗆 Yes	□ No		
6.	Addendum – all applicable questions completed	Yes, for CMO applicants and CTF applicants contracting with CMO/EMO	□ Yes	🗆 No	□ N/A	
	l the application pass the giarism check?	Yes	🗆 Yes	□ No		

Attachments:

	Element	Required?		Complete?	Comments
CTF LIST REC	Completed, signed, Information sheets and resumes OSS CHECK NAMES WITH /CMO STAFF/BOARD MEMBERS TS QUIRED TEMPLATE: Information et for Applicant Team Members	Yes	□ Yes	□ No	
2.	Resume of application preparer	Yes, if someone other than CTF or CMO prepared application	□ Yes	🗆 No 🗆 N/A	
3.	Evidence of community partners	Yes	□ Yes	□ No	
4.	Discipline Policy	No	□ Yes	\Box No (not required)	
5.	Annual School Calendar	Yes	🗆 Yes	🗆 No	
6.	Teacher Schedule and Student Schedule for grades served in year 1	Yes	□ Yes	□ No	
7.	MOU or Agreement for Dual Credit Partnership	No	□ Yes	🗆 No (not required)	
8.	NDE Approvals for Distance Education	No	🗆 Yes	🗆 No (not required)	
	Board Membership Roster QUIRED TEMPLATE: Board mber Roster Template	Yes	□ Yes	□ No	
10.	Bylaws, Code of Ethics, and Conflict of Interest Policy	Yes	🗆 Yes	□ No	

Element	Required?	Complete?		te?	Comments
 School Organizational Charts for year 1 & at capacity 	Yes	🗆 Yes	🗆 No		
12. School Leader Resume OR School Leader Job Description	Yes	□ Yes	🗆 No		
13. Other School Leadership Resumes OR Job Descriptions	Yes	🗆 Yes	🗆 No		
14. School Leader Evaluation Tool	Yes	🗆 Yes	🗆 No		
15. Teacher Evaluation Tool	Yes	□ Yes	🗆 No		
16. Evidence of Demand REQUIRED TEMPLATE: Evidence of Demand Templates	Yes	□ Yes	🗆 No		
 17. Incubation Year Planning Table REQUIRED TEMPLATE: Incubation Year Planning Table 	Yes	□ Yes	🗆 No		
18. Secured Facility Documentation	Yes, if facility has been identified	🗆 Yes	🗆 No	□ N/A	
19. Facility Preparation Schedule/Timeline	Yes, if facility has been identified	🗆 Yes	🗆 No	□ N/A	
20. Approval from Local Jurisdiction	No	🗆 Yes	🗆 No (n	ot required)	
21. List of Insurance Coverage <i>MUST COMPLY WITH NAC 388A.190</i>	Yes	🗆 Yes	🗆 No		
22. Budget Narrative	Yes	🗆 Yes	🗆 No		
23. Proof of Fundraising Revenue	Yes, if budget incorporates fundraising revenue	🗆 Yes	🗆 No	□ N/A	
24. Completed Financial Plan Workbook REQUIRED TEMPLATE: Financial Plan Workbook	Yes	🗆 Yes	🗆 No		
25. CMO/EMO Data Request REQUIRED TEMPLATE: EMO/CMO Data Template	Yes, if addendum is required	□ Yes	🗆 No	□ N/A	
 26. Past Three Years Academic Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25 	Yes, if addendum is required	□ Yes	□ No	□ N/A	

Element	Required?	Complete?			Comments		
 27. Past Three Years Organizational Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25 	Yes, if addendum is required	□ Yes	🗆 No	□ N/A			
28. Past Three Years CMO/EMO Audits, 990s	Yes, if addendum is required	□ Yes	🗆 No	□ N/A			
29. Three Years of Audit Reports for All Affiliated Schools MUST ALIGN WITH SCHOOLS LISTED IN ATTACHMENT 25	Yes, if addendum is required	□ Yes	🗆 No	□ N/A			
30. CMO/EMO Greenlighting Tool	No	□ Yes	🗆 No (no	ot required)			
31. Network Organizational Charts for years 1 and 5	Yes, if addendum is required	🗆 Yes	🗆 No	□ N/A			
32. Incubation Year MOU	No	□ Yes	🗆 No (no	ot required)			
33. CMO/EMO contract	Yes, if addendum is required	□ Yes	🗆 No	□ N/A			
34. CMO/EMO Nevada Business License	Yes, if addendum is required	□ Yes	□ No	□ N/A			
Finding: 🗌 Complete 🔲 Incomplete							

Finding:

Notes:



Nevada Classical Academy Elko Charter Application

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Nevada Classical Academy Elko Charter Application

ATTACHMENT 1

Completed Information Sheets and Resumes

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;</u>
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

1.	Name of proposed	
	charter school	NCAE
		Kim D Paris
2.	Home Address	
3.	Phone Number	
4.	E-mail address	
5.	Employer Name	Retired/ ECSD
6.	Employer Address	N/A
7.	. Which of the following best describes you:	
	$\Box X$ I am on th	e Committee to Form and a proposed board member
	I am on th	e Committee to Form <i>but I am not</i> a proposed board member

- I am part of the Applicant Team listed in Section 1.2: Applicant Team Information (For CMO Applicants)
- I am a member of the governing board of the CMO (For CMO Applicants)
- □ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Т

Qualifications

Г

1. Please attach your resume at the end of the Questionnaire.

	I confirm my resume is attached

2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

X 🗆 Yes	
If yes, please list the charter s	chool(s) and your role or affiliation with this school(s).
Founding member of EIAA ch	arter school in Elko, Nevada.

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

The mission/vision of NCAE is in alignment with implementing a classical education option for Elko students. Students will have the opportunity to learn core subjects using explicit instructional methodology, as well as learning at a pace commensurate with their ability level. Students will be able to observe, model and learn how to emulate outstanding behaviors and social norms at the highest level because of the commitment of the staff to adhere to the virtues adopted at NCAE.

2. What is your understanding of the proposed charter school's educational program?

The educational program places an emphasis on the liberal arts, guided by Western canon. It is grounded in the Greek and Roman tradition of academic excellence. Character training is a cornerstone in the classical educational program. Discipline and accountability are virtues essential in a classical education. Proper character guides students on how to pursue truth. The trivium model, the teaching of the first three arts: grammar, logic and rhetoric are as important as students placed in a conventional grade level. Classical education is a highly language-intensive instructional model. Reading acquisition is an intensive component of classical education with literacy being the ultimate goal for students. There is also a great focus on writing. Historical knowledge is the backbone of a classical education. Math and science is learned within the trivium structure so that, at the higher grades, students learn to make connections among all core disciplines.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a founding member, I think it is important to have board members who were part of the organization of the school from the very beginning. A board member who has the experience of going through the application process knows, intimately, what and how the school came to be. A board member with this background can continually circle back to the core principles of the mission and vision. Also, coming from the public school system as an educator, I will bring a background of understanding teachers and parents concerns from that unique perspective. I have a passion for making our school the absolute best it can be, providing students from diverse backgrounds with an elite education that will shape their future in a positive way.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I was a founding member of EIAA. I understand what starting a charter school entails from every angle; funding, staffing and hiring, working with various local entities, etc. I've attended school board meetings for years and have a basic knowledge of their roles in running a school. I also have the attitude that there is much to learn and it takes a diverse group of people to successfully guide a school. I have the ability to engage with stakeholders in a way that they feel heard, which I feel is necessary in solving the issues that will inevitably arise.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The board is responsible for hiring the administrator of the school.

The board is responsible for implementing and carrying out the policies and procedures set by Nevada Revised Statutes.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Of the utmost importance is to hire and retain an effective school leader.

The board must be fiscally responsible and attend to all financial aspects of the operation of the school.

The board must be able to understand the day to day operations of the school in order to make informed decisions regarding concerns brought to the board by the various stakeholders.

The board must become knowledgeable about the governing principles and regulations that are applicable to a school board.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Elko County School District/Retired

Describe any affiliation with any charter schools.

One of the founding members of Elko Institute for Academic Achievement as well as Curriculum Director of EIAA for the first two years of operation.

2. Are you a current or proposed employee of the proposed charter school?

 $X\square$ No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

 $X\square$ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

 \Box Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

 $X\square$ No, I am not affiliated with any nonprofit organizations.

 $\hfill\square$ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

 $X\square$ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

 $X\square$ No, I am not aware of any other conflict of interest.

 \Box Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

I, Kim D Paris______, declare and certify under penalty of perjury the following: (Full Name)

- 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
- 2. If approved, <u>NCAE (Nevada Classical Academy Elko)</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - *c.* Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Kim D Paris	NCAE
Name	Proposed Charter School Name
Signature	Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Kim D Paris

I am a retired educator having taught 28 years in the Nevada school system. I also owned and operated a preschool for gifted children as well as a tutoring service for elementary age gifted children. I finished my career as a tutor for homeschooled students.

Education

University of Massachusetts- Amherst 1977-1981 Bachelor of Science, Elementary Education

University of Connecticut - Storrs 2014-2016 Master of Arts, Educational Psychology, Emphasis - Gifted Education

Organizations

PEO - Philanthropic Educational Organization A women's organization that provides scholarships for women returning to higher education. PEO also supports Cottey College, an independent college specifically for women.

National Association of Gifted Children

An organization to support teachers, administrators and parents in advocating for gifted students.

Professional Experience

2022-20223 Retired

2014-2022 Owner/Headmaster Paris Academy - Preschool & Tutoring Service for Gifted Students

2012 - 2014 Curriculum Support/Consultant - Elko Institute for Academic Achievement

2000 - 2012 Gifted Education Coordinator - Elko County School District

1995 - 2000 Elementary Education Classroom Teacher - Elko County School District

1994 - 1995 Junior High Classroom Teacher - Washoe County School District

1993 - 1994 Elementary Education Classroom Teacher - West Wendover/ ECSD

Volunteer

Planned and implemented lessons and activities in local classrooms pertaining to Science topics being covered in the curriculum.

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

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- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html;</u>
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Questionnaire

Please respond to the questions below. *If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.*

Background

- 1. Name of proposed charter school Nevada Classical Academy Elko 2. Full name Julie Anne Woodbury 3. Home Address 4. Phone Number 5. E-mail address 6. Employer Name University of Nevada, Reno Extension 7. Employer Address 701 Walnut Street, Elko, Nevada 89801 8. Which of the following best describes you: I am on the Committee to Form and a proposed board member I am on the Committee to Form but I am not a proposed board member I am part of the Applicant Team listed in Section 1.2: Applicant Team Information (For CMO Applicants) I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
- X I confirm my resume is attached
 - 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

	Yes	Х No
If yes, please list t	he charter scl	hool(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Mission

To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.

<u>Vision</u>

Nevada Classical Academy Elko will develop students' academic potential and personal character and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school that provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.

2. What is your understanding of the proposed charter school's educational program?

NCAE proposes a new charter school in Elko utilizing a classical education model, program guide provided by Hillsdale College, and supplementary curriculum materials to implement the Nevada Academic Content Standards (NVACS) with fidelity. Through classical education, students develop habits of mind to strive for academic excellence, self-discipline, accountability, moral/character, and civic development. This environment nourishes a love of learning and progress toward mastery among students in the classroom and across the lifespan. Classically educated students will value learning for its own sake and employ their skills in academic, career, and civic pursuits. As today's students face monumental challenges across all levels of society, the formation of the mind through a classical education will prepare students to address these challenges throughout their lifetimes with courage, courtesy, honesty, perseverance, self-government, and service. Key components include:

- 1. An emphasis on English Language Arts upon which all other learning occurs;
- 2. An integration structure across core disciplines to understand the interdependent dynamics of math, science, literature, and history, especially as they relate to advancing Western traditions and principles;
- 3. A spiraling structure within core disciplines that facilitates a greater examination of material as students advance in grade level;
- 4. The Socratic method builds critical thinking and reasoning skills about the content being taught and
- 5. The moral/character development to prepare students for leadership roles within their school and community.

These key curriculum components exist within the framework of the Trivium. Teachers use them to cultivate students' love for and mastery of learning, as demonstrated by their academic achievement.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

As a proposed member, I fill the role of parent and/or community member. My hope is to bring up questions and comments that are relevant to parents with school-age children.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I do not have experience serving on a school or non-profit board. I look forward to training opportunities to fully understand and perform the duties of a board member.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

To be aware of school and community issues that affect students, their families, and staff. To work in partnership with other board members, staff, parents, and community members to address areas of concerns. To develop and grow the mission and vision of the school to achieve success.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Ongoing training on laws, roles, expectations, policies and procedures, curriculum, etc.

Mentorship with seasoned board members

Affiliation with state and national entities to provide support to board members

Open communication among all board partners and constituents

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: University of Nevada, Reno

Describe any affiliation with any charter schools. None.

2. Are you a current or proposed employee of the proposed charter school?

X No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

X No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

 \Box Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

 \boldsymbol{X} No, I am not affiliated with any nonprofit organizations.

 $\hfill\square$ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

 \times No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

X No, I am not aware of any other conflict of interest.

 \Box Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, JULIE WOODBURY , declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>NEVADA CLASSICAL ACADEMY</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - *c.* Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

JULIE WOODBURY	NEVADA CLASSICAL ACADEMY
Name	Proposed Charter School Name
	4/15/24
Signature	Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Julie A. Woodbury (Scheve)

Educational Experience

The University of Alaska, Fairbanks	December 2013
M.Ed. Counseling	
Concentration - school counseling elementary	
The Pennsylvania State University	May 2005
M.Ed. Youth and Family Education	
The University of Nevada, Reno	May 2002
B.S. Human Ecology	
Minor Human Development and Family Studies	
Blue Ridge Community College	July 2001
General Studies	

Professional Experience

Heart & Hope Program Coordinator

University of Nevada Extension, Elko, NV

Coordinate the Heart & Hope program by building and facilitating the program team; leading educational activities for children, youth, teens and their parents; developing and maintaining community collaborations; and conducting the program according to program guidelines.

Elementary School Counselor Intern

Anne Wien Elementary School, Fairbanks, AK

Provided school counseling services to students in K-6 grades including school guidance curriculum, individual student planning, and responsive services.

Community Based Educator II

University of Nevada Extension, Reno, NV

Delivered educational activities to school age youth in afterschool settings. Reviewed and selected 4-H curricula for educational activities. Maintained supply inventory. Developed relationships with participants. Encouraged communication with hosting locations, public housing and public schools, to foster collaboration opportunities.

Child Care Facilities Surveyor

State of Nevada Bureau of Services for Child Care, Elko, NV

Inspected child-care facilities to ensure compliance with state law. Approved child care director applications based on Nevada Administrative Code. Trained child care staff on licensing requirements.

Membership Services Manager

Girl Scouts of the Sierra Nevada, Elko, NV

Directed regional Girl Scout operations pertaining to membership, collaboration, training, program, property, budgets, grant writing, and grant reports.

Aug. 2010-May 2011

Aug. 2012-May 2013

Aug 2014-Present

Feb. 2009-Aug. 2010

Feb. 2007-Feb. 2009

Outreach Specialist

Girl Scouts of the Sierra Nevada, Reno, NV

Supervised and trained support staff delivering activities to girls living in low-income neighborhoods.

Strengthening Families Program Facilitator

Washoe County School District, Reno, NV

Co-led youth component of the evidenced-based prevention program to middle school youth living in a low-income community for an eight-week session.

Graduate Assistant

PROSPER Partnerships, University Park, PA

Collected and analyzed data with the PROSPER (PROmoting School-community university Partnerships to Enhance Resilience) research project. Created a youth partnership resource guide for extension educators.

Program Coordinator

Keep Truckee Meadows Beautiful, Reno, NV

Planned community beautification projects in partnership with public officials, neighborhood advisory boards, service clubs, and other not-for-profit groups.

Presentations

Tingey, J., Woodbury, J., Holmes, J. (2021, Sept.). *Instilling Hope: Stress Management Tools for Healthy Family Relationships*. Virtual workshop to be presented at the Nevada Coalition to End Domestic and Sexual Violence Annual Conference, Reno, NV.

Scheve, J.A. & Perkins, D.F. (2006, May). *Say Y.E.S. to Youth: Youth Engagement Strategies*. Workshop presented at Children, Youth, and Families at Risk Conference, Atlanta, GA.

Publications

Baker-Tingey, J., Woodbury, J., Martin, M., Powell, P., & Holmes, J. (In press.) *Heart & Hope Family Violence Prevention Program Curriculum Manual.* Reno, NV: The University of Nevada, Reno.

Bertelsen, A. K. & Scheve, J. A. (2006). Anti-tobacco youth movements. In L. Sherrod, C. A. Flanagan, & R. Kassimir, (Eds.), *Youth Activism: An International Encyclopedia* (pp. 77-81). Westport, CT: Greenwood Publishing.

Scheve, J.A., Perkins, D.F., & Mincemoyer, C.C. (2006). Fostering youth engagement on community teams. *Journal of Youth Development*, 1(1). Available online at http://jyd.pitt.edu/ojs/jyd/article/view/400.

Scheve, J. A., Perkins, D. F., & Mincemoyer, C. (2006). Collaborative teams: Sustaining youth engagement. *Journal of Community Practice*, 14(1/2), 219-234.

Scheve, J. A., Perkins, D. F., & Mincemoyer, C., Welsh, J. (2006). Say Y.E.S. to Youth: Youth Engagement Strategies. University Park, PA: College of Agricultural Sciences.

Aug. 2005-Feb. 2007

Aug.-Sept. 2006

Oct. 2000-Aug. 2003

Aug. 2003-July 2005

Julie A. Woodbury (Scheve)

Educational Experience

The University of Alaska, Fairbanks	December 2013
M.Ed. Counseling	
Concentration - school counseling elementary	
The Pennsylvania State University	May 2005
M.Ed. Youth and Family Education	
The University of Nevada, Reno	May 2002
B.S. Human Ecology	
Minor Human Development and Family Studies	
Blue Ridge Community College	July 2001
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Professional Experience

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Aug. 2012-May 2013

Aug 2014-Present

Aug. 2010-May 2011

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- Tingey, J., Woodbury, J., Holmes, J. (2021, Sept.). *Instilling Hope: Stress Management Tools for Healthy Family Relationships*. Virtual workshop to be presented at the Nevada Coalition to End Domestic and Sexual Violence Annual Conference, Reno, NV.
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Publications

- Baker-Tingey, J., Woodbury, J., Martin, M., Powell, P., & Holmes, J. (In press.) *Heart & Hope Family Violence Prevention Program Curriculum Manual*. Reno, NV: The University of Nevada, Reno.
- Bertelsen, A. K. & Scheve, J. A. (2006). Anti-tobacco youth movements. In L. Sherrod, C. A. Flanagan, & R. Kassimir, (Eds.), *Youth Activism: An International Encyclopedia* (pp. 77-81). Westport, CT: Greenwood Publishing.
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- Scheve, J. A., Perkins, D. F., & Mincemoyer, C. (2006). Collaborative teams: Sustaining youth engagement. *Journal of Community Practice*, 14(1/2), 219-234.
- Scheve, J. A., Perkins, D. F., & Mincemoyer, C., Welsh, J. (2006). Say Y.E.S. to Youth: Youth Engagement Strategies. University Park, PA: College of Agricultural Sciences.

Outreach Specialist

Aug.-Sept. 2006

Aug. 2003-July 2005

Oct. 2000-Aug. 2003

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html</u>;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

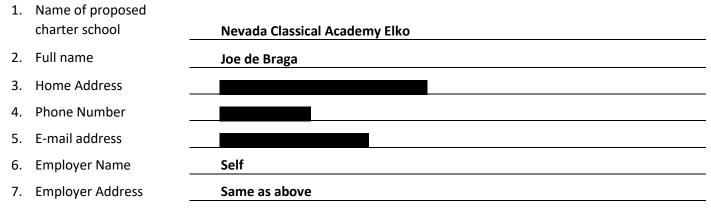
Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background



- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - □ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - □ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
 - I confirm my resume is attached
- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

 What is your understanding of the proposed charter school's mission and vision?
 Mission: To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.
 Vision: Nevada Classical Academy Elko will develop the academic potential and personal character of students and graduate them fully prepared to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school which provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of

background, socio-economic status, or ability.

2. What is your understanding of the proposed charter school's educational program?

The NCAE will utilize Hillsdale's classical education model and curriculum. The curriculum and support provided by Hillsdale will be instrumental in the success of the school. The school will begin with grades K-4 and grow by one grade level per year.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

The local school district is underperforming, and our community needs a school that provides the type of culture and climate as described in the mission and vision statement. I believe my experience as a former teacher, site and district level administrator will help this school be successful.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I spent my entire career in education, and have experience in opening a new school. I have a good understanding of effective instruction, and have mentored administrators in improving instruction in their schools. I have experience with budgets, technology, testing, grants, human resources, and parent and community relations. I have worked as an administrator in all grade levels, K-12, and as a teacher in grades 7-12. As a district office Director I worked will all schools and all grade levels. During that time, I served on many state-wide committees.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

Board members have a fiduciary responsibility to the community to ensure public funds are being used in an appropriate matter. They are responsible to make sure that the school is following NRS requirements for public charter schools. They are responsible for the hiring, evaluation and supervision of the school leader. They provide the necessary support to ensure a quality education for all students, which includes support for their health and safety.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

First, they need to hire a student centered leader who is also an instructional leader. A quality leader is the key to the success of the school. They also need to provide a safe environment for staff and students, as well as provide them with the necessary tools (curriculum, books, technology, classroom supplies, etc.) to be successful. They also need to understand that they shouldn't be involved in the day-to-day operation of the school, but to trust that the people they hire are professionals in their craft. They need to fully communicate their expectations for staff, students and parents. Development of a quality Mission and Vision is critical.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: I am self employed. I own a ranch in Lamoille. I am also employed part time as adjunct faculty at Great Basin College where I teach for the Continuing Education Department. I am employed as an independent contractor with Nevada Gold Mines where I provide instruction in Microsoft Office software and help build reporting tools, such as Excel Worksheets and Power BI dashboards.

Describe any affiliation with any charter schools. I don't have any affiliation with other charter schools.

2. Are you a current or proposed employee of the proposed charter school?

 \boxtimes No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

 \boxtimes No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

 \Box Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

□ No, I am not affiliated with any nonprofit organizations.

 \boxtimes Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s). I am the secretary/treasurer for the Lamoille Volunteer Fire Department which is a 501 (c) 3. It is no way affiliated with any charter schools

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada? I am not aware any person that is affiliated with the LVFD that would also be affiliated with any charter school in Nevada.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

⊠ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

 \boxtimes No, I am not aware of any other conflict of interest.

□ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, <u>Joe de Braga</u>, declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>Nevada Classical Academy Elko</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Joe de Braga	Nevada Classical Academy Elko
Name	Proposed Charter School Name
	January 18, 2024
Signature	Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Joe de Braga, M. Ed.



Experience:

ADJUNCT FACULTY – MICROSOFT OFFICE TRAINING SPECIALIST Great Basin College, November 2010 – Present

ADMINISTRATIVE LEADERSHIP AND MENTORING SPECIALIST Stillwater Consulting LLC, February 2011 – 2017

OWNER – EXECUTIVE OFFICER Reading Vision LLC, May 2012 – Present

DIRECTOR OF SECONDARY PROGRAMS AND TECHNOLOGY Elko County School District, June 2003 – July 2010 (retired)

PRINCIPAL Spring Creek High School, 1992-2003 Spring Creek, NV

VICE PRINCIPAL Southside Elementary School, 1990-91 Elko Jr. High School, 1991-92 Elko, NV

BIOLOGY / PHYSIOLOGY TEACHER / VARSITY BASKETBALL COACH Churchill County High School, 1985-90 Fallon, NV

PHYSICAL EDUCATION TEACHER / JV BASKETBALL COACH Elko Jr. –Sr. High School, 1983-85 Elko, NV

Education:

MASTER OF EDUCATIONAL ADMINISTRTION AND HIGHER ED University of Nevada, Reno - YEARS ATTENDED: 1984-90 Reno, NV

BACHELOR OF SCIENCE IN EDUCATION University of Nevada, Reno - YEARS ATTENDED: 1980-83 Reno, NV – Member of Men's Basketball Team

EDUCATION MAJOR

Western Montana College - YEARS ATTENDED: 1978-80 Dillon, MT – Member of Men's Basketball Team

Joe de Braga, M. Ed.



Recognition and Awards:

- Teacher of the Year for Churchill County High School, 1989-90
- Nominated for Principal of the Year for Nevada Association of School Administrators
- 1999 Milken Educator Award
- Honorary Proclamation by Governor Kenny Guinn as an Outstanding Educator, 1999
- Honorary FFA State Farmer Degree, 2001
- Nominated for Central Office Administrator of the Year, 2009

References:

• Available upon request

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html</u>;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background

- 1. Name of proposed charter school
 Nevada Classical Academy Elko

 2. Full name
 Amy Nelson

 3. Home Address
 Image: Comparison of the second second
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - □ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - I am a member of the governing board of the CMO (For CMO Applicants)
 - □ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
 - I confirm my resume is attached
- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

Nevada Classical Academy Elko is submitting an application to be a publicly funded but independently operated school that provides a classical education to students.

Our mission is to develop the minds and improve the hearts of young people through a classical content-rich curriculum and to educate the minds of students to seek truth, beauty, and goodness as they pursue academic excellence that develops moral character and civic virtue.

I visited two different charter school campuses and learned about their philosophies of education, their curriculum, their instructional practices, and their commitment to building moral character in those they serve.

2. What is your understanding of the proposed charter school's educational program?

In the lower grades, the curriculum is primarily based on developing literacy and numeracy to advance to the upper grades. Grammar, vocabulary, direct instruction in reading and math, skill building and creating a solid foundation for learning. All student study literature, mathematics, history and science, fine art, Latin and PE.

As the students progress to the upper grades, the emphasis shifts to searching for meaning and truth within the disciplines. Critical thinking, problem-solving and meaningful class discussion using a more Socratic approach.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: 11th Judicial District Court – Juvenile Services

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

⊠ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

□ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

□ No, I am not affiliated with any nonprofit organizations.

☑ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Frontier Community Coalition - Board Member – No affiliation

Lander County Public Lands and Conservation District Boards – Board Member – No affiliation

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

⊠ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

□ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, <u>Amy L Nelson</u>, declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>Nevada Classical Academy Elko</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Amy Nelson	Nevada Classical Academy - Elko	
Name	Proposed Charter School Name	
	29 JAN 2024	
Signature	Date	

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Amy Nelson

Results-Oriented Leader in Educational Administration

Excerpts from Letters of Recommendation

"Amy is able to create high expectations while building relationships with those whom she leads." ~Aaron Hansen, NNRPDP Leadership Consultant

"Amy is a leader who has proven herself in working with several different school staffs...and a team player when working with her fellow principals and superintendent." ~Steve Larsgaard, Superintendent

"Amy is one of the most reliable and responsible administrators I have worked with – her ability to plan and implement professional development and an effective learning environment is phenomenal." ~C. Jordan, Superintendent

"There's no administrator out there that has already and will continue to provide the commitment and dedication to the job and school community." ~Dawn Hagness, HCSD Assistant Superintendent

Career Summary

- ► Leadership development consultant
- ▶ Three years district-level administrator
- ▶ Seventeen years of experience as a school administrator K-12
- Skilled in the design and implementation of innovative and proven systems for improving staff and student performance
- A leadership style that creates a strong culture and strengthens teams
- An authentic, passionate speaker with the ability to lead meetings and presentations
- > Strong team building and supervision aligned resources with district and site priorities
- Developed and managed budgets and resources efficiently

Professional Experience

Leadership Consultant – Hecla Mining and Independent Contracts 2/2021 - present Highlights: Conduct training sessions, facilitate workshops, and offer feedback to leaders on style and performance. Performs leadership assessments and meets one-on-one to provide analysis and ongoing support to ensure successful outcomes.

District Director – Humboldt County School District Winnemucca, NV 6/2017-10/2020 Highlights: Created the first district K-6 distance education hybrid program and supervised all district distance education. Facilitated the development of the strategic plan. Coached and mentored school administrators and supported continuous improvement initiatives.

K-4 Elementary Principal - Sonoma Heights E.S.
 Winnemucca, NV 7/2013 – 6/2017
 Highlights: Implemented PLCs and data teams, participated in the NCAAT process, piloted the NEPF evaluation system, was responsible for the district K-5th comprehensive life skills program, supervised and managed 570 students and 60 staff members, participated in the NNRPDP Leadership Academy, mentored principal interns.

4-6 Principal/District Support - Lemaire E.S. Battle Mtn., NV 7/2007 – 6/2013 Highlights: Designated high achieving and a 4-Star rating at Lemaire. Also served as Austin K-12 rural principal. Additional responsibilities included serving as the district Title I Director, chairing the district Improvement process, organizing the district-wide professional development efforts, participating on the district negotiations team, serving as the administrative finance liaison to the Board, coordinating the district safety team and developing the district safety policy, mentored principal interns.

Junior High and High School Principal - Battle Mtn. H.S. Battle Mtn., NV 6/2000 – 6/2007 Highlights: Transferred over mid-year and stabilized a volatile school climate. Implemented the Instructional Consultation Team for the district, brought in two CTE programs, and increased student enrollment in GBC courses. Designated 'high achieving' several times, Austin K-12 rural principal served on the district insurance committee, created a bully reduction program, implemented an 'alternative education' program with the Sixth Judicial Courts to support struggling students and close the achievement gap, created the district attendance committee offering intervention and support for students with chronic attendance issues

Amy Nelson

Previous School Positions - Lois Allen E.S. Highlights: Began as an aide in a SEH self-contained classroom, worked as the student intervention clerk, completed a counseling internship, became a 5th and 6th-grade classroom teacher, completed an administrative internship, promoted to the school's math facilitator and teacher-leader on the school's governance committee.

Additional Experience and Skills

Business Owner – Event Venue and Rental Properties Battle Mtn, NV 05/2008 - present Co-owner of investment properties and event venue. Responsible for arranging financing, managing bookkeeping, preparing taxes, executing contracts, overseeing daily activities, and identifying business opportunities.

Education and Certification

University of Phoenix, Reno Campus – MA in Educational Administration and Supervision University of Nevada, Reno – MA in School Counseling, BA in Social Psychology Sierra Nevada College – K-8 Teaching Certification Professional Learning Communities Training Northwest Accreditation Team Member Instructional Consultation -8 years of experience Data Teams Training Curriculum Mapping and Design Training CCSS Professional Development Training McGrath Bullying and Harassment Systems Training FRISK Documentation Training Love and Logic Training WIDA Training SIOP Training

Recognition & Affiliations

FCC Board of Directors Member Agape Hospice Board Member Lander County Public Lands and Conservation District Board Member NNRPDP Leadership Academy Lander County Economic Development Board (previous) United Way of the Great Basin Board (previous) Lander County Recreation Board (previous) Lander FCC Chairman (previous) Dale Carnegie Course Graduate – Highest Award for Achievement NASB Administrator of the Year, 2013 Teacher of the Month – Washoe County School District, 1998 Golden Key Honor Society - University of Nevada Reno Athlete-Scholar of the Year/Triple E Award - Elko High School

References

Dave Jensen – Humboldt County Superintendent – 775 623-8218 Steve Larsgaard – Former Lander County Superintendent – 775 635-5294 Aaron Hansen – NNRPDP Leadership Consultant – 775 753-3879 Dan Baldini – Sixth Judicial Juvenile Department – 775 635-2117

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

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Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html</u>;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background

- 1. Name of proposed charter school
 Nevada Classical Academy Elko

 2. Full name
 Lisa Becker

 3. Home Address
 Image: Comparison of the sector of the sector
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - □ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - □ I am a member of the governing board of the CMO (For CMO Applicants)
 - □ I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
 - I confirm my resume is attached
- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

If yes, please list the charter school(s) and your role or affiliation with this school(s).

1. What is your understanding of the proposed charter school's mission and vision?

NCAE seeks to teach all students, regardless of socio-economic status, background, or ability, to love learning and to grow into virtuous citizens. The mission of NCAE is to make classical education accessible to everyone in Elko County by providing an engaging, content-rich curriculum. NCAE will partner with parents and families to support the education and well-being of students at school and at home.

2. What is your understanding of the proposed charter school's educational program?

NCAE proposes to open as a K-3 elementary school, with the intent of growing with the student population by adding one grade per year. NCAE intends to locate in Elko and serve all interested students, with a focus on those whose needs are not currently being met by the Elko County School District. Recruitment will specifically target the underserved populations of minority communities and ELL, along with the many families who are disappointed in the severe underperformance of the local school district and want a better educational option for their children. Students will be taught through Hillsdale College's K-12 curriculum in partnership with a classical education model. The curriculum and educational model together will serve to educate students by providing an early, solid foundation in literacy and numeracy which will be built upon in higher grades through rigorous education in the liberal arts and sciences.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I wish to serve on the Board because I believe fully in the mission and vision of NCAE. I attended public school in Elko, and it wasn't until I went to college that I realized I had been taught more WHAT to think than HOW to think for myself. In college, I received education in a classical, liberal arts program and began to understand the beauty of learning and the joy and freedom of knowing how to process new information.

I believe this school model is needed in Elko, and we have seen huge community and parent support for NCAE to provide another option for local families. The enthusiasm for the classical education model is apparent, and I look forward to continuing to be an ambassador for NCAE within the community.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I have lived in Elko most of my life and have a solid understanding of the community. I spent 15 years working in community relations in the mining industry, so I have strong local connections and a deep understanding of the needs of working parents in one of our community's largest industries. As a parent, I have taken time to assess different educational options in Elko – from public to charter to homeschool – to understand the system as it currently exists and to determine which option is best for my children. I have prior board experience and knowledge in how boards should (and shouldn't) function to be successful. I am knowledgeable about Board rules, roles and responsibilities, by-laws, finances, liabilities, structure and committees. I also understand the work, effort, and commitment required to be a useful and contributing board member. In addition, I work in Communications and Public Relations, expertise I will continue to share with NCAE as needed for community outreach and events, parent involvement, student recruitment, staff recruitment, gathering feedback, etc.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

The role of a public charter school board member is to be a contributing member and provide governance and oversight for the school. Primary responsibilities include supporting and holding accountable the school leader and faculty to provide NCAE students with a top-quality education, ensuring the school meets the commitments of its charter and Nevada Revised Statues (along with all other legal and regulatory requirements), and oversees successful governance of the school in alignment with the NCAE mission and vision.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

To ensure school success, we must first cultivate community buy-in through outreach. The board will need to continue direct outreach through events, social media, 1-on-1 meetings, word of mouth, and surveys. We must build even more community support and continue to grow the Intent to Enroll list. In addition, the board needs to continue with and expand direct outreach to under-served and hard-to-reach populations to ensure we are meeting the needs of families.

The Board also needs to recruit the right person as the School Leader. The School Leader will bring the vision and mission to life and become the top role model for the school. When parents and families trust and stand behind the School Leader, NCAE will be a success.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: ElleBee LLC

Describe any affiliation with any charter schools.

I am self-employed and do not have any affiliation with other charter schools.

2. Are you a current or proposed employee of the proposed charter school?

 \boxtimes No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

 \boxtimes No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

 \Box Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

 \Box No, I am not affiliated with any nonprofit organizations.

 \boxtimes Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

I am a Board Trustee of WESTAF (Western States Arts Federation), the Regional Arts Organization for the western United States.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

⊠ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

 \boxtimes No, I am not aware of any other conflict of interest.

□ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, <u>Lisa Becker</u>, declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>Nevada Classical Academy Elko</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Lisa Becker	Nevada Classical Academy Elko	
Name	Proposed Charter School Name	
	February 26, 2024	
Signature	Date	

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Lisa Becker

Owner at ElleBee LLC

PROFILE

Sixteen years of hands-on experience and leadership in public relations, communications, community engagement, corporate philanthropy, Native American engagement, and government relations. A complete understanding of the dynamic aspects of the mining industry and how it influences stakeholders, including employees, communities, tribal governments, businesses, educational institutions, and local government.

PROFESSIONAL EXPERIENCE

INDEPENDENT BUSINESS OWNER • 2020-Present

ElleBee, LLC – Communications and Stakeholder Engagement Consulting

• Developing internal and external engagement plans, communications audits and materials, and communications/presentation training for corporate communications and public relations clients

HEAD OF COMMUNICATIONS • 2019

Nevada Gold Mines - All Operations

Lead for communications activities and strategy for a newly-formed joint venture between Newmont and Barrick.

• Developed and implemented strategic communications plan to drive engagement across multiple mine sites, reaching over 7,000 employees

DIRECTOR, COMMUNICATIONS AND EXTERNAL RELATIONS • 2017-2019

Newmont - North American Region

Responsible for overseeing and driving regional community engagement and communications across North America.

- Managed a team of 13 employees across five mine operations in Colorado and Nevada to implement strategic and purposeful internal and external engagement and communications
- Oversaw the development and management of regional community integration, Native American engagement, and corporate philanthropy

EXTERNAL RELATIONS MANAGER • 2016-2017

Newmont - Cripple Creek and Victor Mine, Colorado

Led team through business-critical transition and successful integration of the Company's recent operating acquisition.

- Oversaw six External Relations team members to drive successful community engagement activities and internal and external communications, advertising, and brand awareness
- Managed direct permitting engagement, hands-on complaints and grievance management and resolution, community investment, and local community and government relations

EXTERNAL RELATIONS SPECIALIST • 2007-2016

Newmont - Carlin Operations, Nevada

Served as the community liaison and communications expert for the Company and its employees across the North American region.

- Communicated strategic company information to internal/external stakeholders, including university lectures on sustainability
- Organized and facilitated company events, tours, and community investment involving internal and external stakeholders
- Supported the development and implementation of the corporate philanthropy and employee giving programs

EDUCATION

MASTER OF ARTS, COMMUNICATIONS & LEADERSHIP

Emphasis – International & Intercultural Communications Gonzaga University 2013-2015

Thesis - Improving Intercultural Dialogue between Mining Companies & Native American Communities in Northern Nevada

BACHELOR OF ARTS, FINE ART

Sociology Minor Hillsdale College 2003-2007

BOARDS

Great Basin College Foundation Elko Area Chamber of Commerce McCaw School of Mines Foundation Western States Arts Federation (WESTAF)

SKILLS

// PROFESSIONAL

- Internal & External Communication
- Media & Crisis Communication
- Stakeholder Engagement & Conflict Resolution
- Facilitation & Presentation Skills

// TECHNICAL

- MS Office Word, Excel, PowerPoint, Publisher
- Project Management Essentials

STRENGTHS

// Leading team facilitation and collaboration

//Highly regarded through personal performance and integrity

//Understanding of local community dynamics, relations, and expectations



ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html</u>;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials

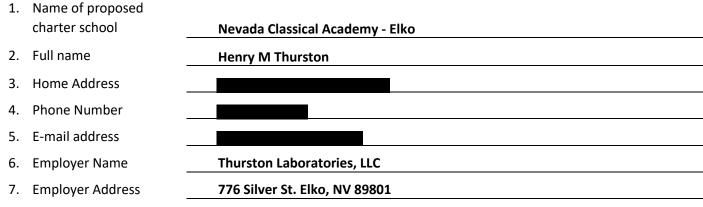
¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background



- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - □ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - □ I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
 - I confirm my resume is attached
- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

NCAE seeks to develop the hearts and minds of our students, inspiring a lifelong desire for learning, academic excellence, civic virtue, and responsible living. This is achieved through a rigorous classical, content rich curriculum in the liberal arts and sciences. NCAE will partner with parents to support the education of students both at home and at school. Just as a classical education does not end at graduation, but is lifelong lived experience, so to is the success of our students. By educating students in math, reading, and elementary skills, and through empowering students in their natural quest for truth, beauty, and goodness, we are preparing students for lives of civic responsibility, community involvement, love and provision of the family, and compassion for nature and humanity. Their goodness and success shall be our own."

2. What is your understanding of the proposed charter school's educational program?

The proposed school will open as a K-4th grade elementary school and add an additional grade every year. Students will be taught using a classical curriculum. This model prioritizes HOW to learn, with a heavy early emphasis on grammar, rhetoric, and logic, then introducing the liberal arts, including the natural sciences, literature, music, and history.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I've taught at one of the premiere classical colleges in the country, and have seen first hand the value of classical education, particularly in developing students' ability to THINK, rather than regurgitate, a skill that is undoubtedly important in all disciplines, but particularly important in my field, physics. I've seen how a classical education results in students who are truly well rounded in the liberal arts, equally at ease discussing Plato's Phaedrus, or the Federalist Papers as they are at solving integrals over the rotation of conic sections. I've also seen students struggle when they have not been adequately prepared for even basic 100-level literature or algebra.

I believe in the merits of a classical curriculum in developing well-educated, successful, and virtuous citizens, and want to do everything I can to help that vision succeed in Elko County and become accessible to the otherwise under-served populations therein.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I've taught physics at one of the premiere classical colleges in the country. While my teaching experience is not at an elementary level, I've seen what comes next. I've seen how students from different educational philosophies and backgrounds have had success or struggle with different elements they encounter when beginning their college career. This experience offers additional insight to the board about what successful development of students in primary and secondary educations looks like.

I'm majority owner and chief executive of two business, and minority owner and chief risk officer of a third. I have the leadership and managerial skills to contribute to the success of NCAE. Additionally, as chief risk officer for an invest advisory firm, I'm familiar with economic outlook and risk modeling. 3. For proposed board members, what is your understanding of the role of a public charter school board member?

Specifically, my proposed role will be to offer my professional experience in guiding board decisions regarding facilities and financial matters. In general, my role, and that of other board members, is to steward the school in accordance with our missions and vision statements, our charter, applicable NRS statutes, NAC, and other founding documents, and to support our school leader and faculty so they can focus on providing an unrivaled quality of education to our students.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

Most importantly, community buy-in and outreach. The more we as a board can do to show the merits of a classical education, answer community questions, and address community concerns in a meaningful and actionable way, the more successful we will be.

We need to reach out to all demographics of the community, especially those under-served or otherwise underrepresented by current educational offerings. This is a two-way street. It involves both showing what we can offer and listening to community needs and doing uour best to meet those needs.

To fulfill our duty to the community, we must ensure we higher the right school leader for the job and offer him/her the most support we can during the task of getting the school set up.

Once it's operational, the board must ensure that NCAE stays true to its mission and vision. Community outreach and engagement must be continual process. Internal self-assessment of our performance must be a continual process and we have to make adjustments as necessary to keep with our mission and vision and duty to the community.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: No

Describe any affiliation with any charter schools.

2. Are you a current or proposed employee of the proposed charter school?

No, I am not a current or proposed employee of the proposed charter school.

 \Box Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

⊠ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

□ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

□ No, I am not affiliated with any nonprofit organizations.

☑ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Member of VFW Post 2350. Active member of the Color and Honor Guard. No affiliation with the proposed school.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

⊠ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

□ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, <u>Hank M Thurston</u>, declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>Nevada Classical Academy Elko</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Hank Thurston	Nevada Classical Academy Elko
Name	Proposed Charter School Name
	1.28.2024
Signature	Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

Henry "Hank" M. Thurston, Ph.D.

Contact Information			
Education	 Ph.D. Physics (Exotic Materials), Ph.D. Computational Math, Science, and Engineering, Mich E Lansing, MI ΣΠΣ, ΣΖ, GPA 3.74/4.00 	nigan State University, March 2023	
	M.S. Physics (Nuclear) , Michigan State University, E Lansing, M GPA $3.64/4.00$	/II May 2020	
	Machine Learning in Physics , FRIB Theory Alliance, E Lansing Certification of Completion	g, MI May 2019	
	B.S. Civil Engineering , B.S. Physics , Gonzaga University, Spokane, WA TBII, $A\Sigma\Lambda$, <i>Magna Cum Laude</i> , GPA 3.71/4.00	May 2017	
	 22 Professional Military Education Courses, 8 Service/Special Skills Schools, MCB Camp Pendleton, CA 	2009 to 2012	
Academic & Professional	CEO Thurston Laboratories, LLC	Fall 2023 to present	
Experience	• Business management, development, and marketing		
	• Oversees field and laboratory testing of construction materials		
	• Oversees specialty testing including environmental and radiological		
	Founder Anthracene Softworks	Summer 2023 to present	
	• Business management, development, and marketing		
	• Oversees production of enterprise software products		
	• Computation modeling specialist, developing models of complex physical processes in physics and engineering		
	Lecturer in Physics Hillsdale College	Fall 2021 to Spring 2023	
	• Planned, wrote, and delivered lectures to students		
	• Wrote and edited student lab manuals		
	• Oversaw safe and proper lab procedures		
	• Graded student work		
	• Hosted public telescope and astronomy nights		

2

2 of 5

Graduate Research Assistant

MSU Dept. of Electrical and Computer Engineering: Microwave, Plasma, and Materials Processing Lab, in conjunction with Fraunhofer USA

- Developed Diamond-based ultra-fast Neutron detection technology
- Conducted testing of detector at Weapons Neutron Research facility, Los Alamos National Laboratory Neutron Science Center, Los Alamos, NM.
- Performed Monte Carlo simulation of passage of particles through matter using SRIM, GEANT4, and GEANT4 with the GEANT Crystal Object extensions
- Derivation of theoretical framework for the distribution and diffusion of lattice defects in structured materials
- Development of meso-scale computer simulation of nuclear and atomistic effects in diamond lattice (done in Fortran and C)
- Physical characterization of diamond through X-ray Diffraction and Quantitative Birefringence

Summer Faculty Fellowship Program

U.S. Air Force Research Laboratory

- Remote work in 2020 due to SARS-CoV2 viral outbreak
- Computational simulation of focused and broad-beam ion implantation in diamond crystal lattice
- Computational simulation of post-implantation defect diffusion
- In-Lab measurements to benchmark computational models (2021)

Founder, Chief Risk Officer

Trinary Capital

- Quantitative Analysis of financial markets and asset portfolios
- Qualitative geoploitical and economic risk assessment
- Investor risk profiling
- Development and implementation of proprietary genetic algorithms for portfolio optimization
- Development of proprietary forward looking credit risk model
- Chief researcher into genetic algorithms and machine learning applied to management of financial assets

Graduate Research Assistant (MoNA Collaboration) Summer 2018 to Spring 2020 National Superconducting Cyclotron Laboratory/Michigan State University

- Prepared two live-beam experiments at NSCL
- Led scheduling and project management efforts for experiment preparation
- Designed and built detector test apparatus
- Developed beamline/ion optics simulation code (Developed in Python)
- Participated in Neutron dark scattering experiments at the Los Alamos National Laboratory Neutron Science Center, Los Alamos, NM

Spring 2020 to Spring 2023

Summer 2020, 2021

Winter 2019 to Present

2017

Graduate Teaching Assistant

Michigan State University

- Tutored students in Calculus-based Electricity and Magnetism
- Instructed Algebra and Calculus based physics labs and delivered "Mini-Lectures" delivered at the start of Lab Meetings
- Developed students' knowledge of the scientific process, experimental design, uncertainty, and error analysis.
- Graded students in a variety of deliverable exercises/assignments.

Undergraduate Research Assistant

Gonzaga University, Spokane, WA

- 1. 3 Body Nuclear Kinematic Modeling
 - Computational model of reactions in Activated Target-Time Projection Chamber
 - Development done in Python and Fortran
 - Traveled to National Superconducting Cyclotron Laboratory (NSCL) to collaborate with colleagues
 - Presented at Gonzaga ZagFam Weekend 2017
- 2. Finding a Relation Between Galactic Redshift and Radial Distance
 - Replication of Edwin Hubble's work with undergraduate program organic equipment
 - Presented at Pacific Northwest Mathematical Assc. of America Conference, 2017
 - Presented at Gonzaga ZagFam Weekend 2017
 - Research is ongoing

Granted Enrollment as Engineer in Training Summer 2016 Washington State Board of Registration for Professional Engineers and Land Surveyors

Engineering Senior Design Capstone Project	Fall 2015 to Spring 2016
Gonzaga University, Spokane, WA	

- Project Manager
- Oversaw design, construction, and testing of modular armor for expeditionary shelters
- Awarded funding from Gonzaga Center for Engineering Design & Entrepreneurship

Project Manager Gonzaga ASCE Concrete Canoe Team Fall 2015 to Spring 2016 Gonzaga University, Spokane, WA

Estimator, Data Analyst, & Project Manager

Garco Construction, Inc., Spokane, WA

- Analyze potential projects for risk and opportunity
- Collect, Analyze, and Assess historical cost and production data
- Manage projects, responsible for budget, materials, and subcontracts
- Manage interns, delegating work and ensuring accountability
- Mentor interns in real world skillsets in the Construction Management, Engineering, and Estimating fields.
- Have personally bid over 45 projects, including bridges, schools, industrial and military facilities, and a variety of private projects
- Wrote software (development done entirely in Python) to analyze historical data and simulate future projects, which has been proven to reliably outperform the leading commercially available equivalent software package. Development continues.
- Managed over \$1.25 million worth of work, and bid over \$500 million worth of work.

Undergraduate Lab Teaching Assistant

Gonzaga University, Spokane, WA

Fall 2014 to Spring 2015

- PHYS 103 Calculus Based Introductory Mechanics Lab
- Provided auxiliary instruction to students
- Oversaw safe and proper lab procedures
- Graded lab reports

Academic and	Congoon DOTC Congoon University Cooleans WA 2015 2018	
Community Service	Gonzaga ROTC Gonzaga University, Spokane, WA 2015-2018 Volunteered time to attend multiple multi-day and single day field exercises to assist in train- ing Gonzaga's ROTC Officer Candidates	
	Physicists Inspiring the Next Generation Program 2019, 2020 NSCL, E Lansing, MI Sat on a panel answering High School students' question about college and the sciences	
	Candidate for student Diversity and Inclusion Representative to MSU Department of Physics and Astronomy, 2020	
	VFW Post 2350 Honor and Color Guard member, 2023-present Volunteer time to render military honors at military funerals and community events.	
	Elko High School Robotics Team, 2023-present Mentor students in mechanical design, coding, and construction in preparation for competi- tions.	

Nat'l Small Business Assoc. Leadership Council, 2023-present

Public and political outreach and education on public policy matters of concern to small businesses and their owners and operators.

Affiliations & Memberships	American Society of Civil Engineers Association for the Advancement of Cost Engineering American Physical Society, Div. of Nuclear Physics Materials Research Society Society for Industrial and Applied Mathematics International Code Council (ICC) Nat'l Small Business Assoc.
PUBLICATIONS	• The Development Of A Novel Diamond-Based Neutron Detector and Quantum Color Center Fabrication Framework, Dissertation, Michigan State University, 2023
	• A Comparative Survey of Low Energy Ion Implant Profiles Generated by Structured and Amorphous Monte Carlo Frameworks, Nuclear Instruments and Methods B, (in review)
	• Positionally Opposed Schottky Semi-metal Ultra-fast Neutron Detector, Nuclear Instru- ments and Methods A, (in progress)
Courses Taught	• PHYS103L Calculus Based Physics Lab (Gonzaga University)
	• PHY252 Lab "DATA Lab" Algebra Based Physics Lab (Michigan State University)
	• PHY191 Calc based Introductory Mechanics Lab (Michigan State University)
	• Physics 100 (Hillsdale College)
	• Private tutoring in a variety of subjects including Structural Analysis, Chemistry, and Algebra
Seminars and	• "The Role of Data Analytics in Construction Estimating" (AACE Int'l)
Talks Given	• "Finding a Relation Between Galactic Redshift and Radial Distance" (Mathematical Association of America Conference Jun. 2017)
	• "3 Body Nuclear Kinematic Modeling" Poster Session (APS DNP Meeting Oct. 2017)
	• "The Use of Diamond in the Detection of High Energy Neutrons" Conference Talk (MRS Fall Conference Nov. 2020)
	• "Applications of Physics to Financial Markets" (MSU Physics Graduate Organization Colloqium Feb. 2021)

• "Development of an Enhanced Solid State Neutron Detector" Conference Talk (American Conference on Neutron Scattering Jun. 2022)

Last updated: January 16, 2024

ATTACHMENT 1: INFORMATION SHEET FOR APPLICANT TEAM MEMBERS

Directions

In accordance with *Section 1.2: Applicant Team Information,* this Information Sheet should be completed by all individuals who are:

- On the Committee to Form, if applicable,
- For CMO Applicants, part of the Applicant Team listed in Section 1.2: Applicant Team Information
- For CMO Applicants, members of the governing board of the CMO, and
- Any other proposed governing board member for the proposed school not captured in the list above.

This first section of this document provides background information for potential Charter School Board Members on the responsibilities and requirements of charter school boards. The questionnaire begins on page three.

Background Information Regarding Charter School Governing Boards

Charter School Board Member Responsibilities

Serving on a public charter school board (charter school boards are referred to as "governing bodies" in Nevada's charter school statutes and regulations) is a position of public trust and fiduciary responsibility. Board members are "public officers" and the charter school board is a "public body" as defined in Nevada law, meaning that board members and the charter school board are responsible for and subject to all of the legal requirements related to public officers and public bodies, including Nevada's Open Meeting Law, governance requirements, and Nevada's Code of Ethics – particularly as the Ethic Code relates to conflicts of interest – for public officers.

- Nevada's Ethics Code can be found here: <u>https://www.leg.state.nv.us/Division/Legal/LawLibrary/NRS/NRS-281.html</u>;
- Nevada's Commission on Ethic's Manual for Public Officers and employees can be found here: <u>https://ethics.nv.gov/uploadedFiles/ethicsnvgov/content/Resources/EthicsManual2014.pdf</u>; and
- Additional SPCSA ethics resources can be found here: https://charterschools.nv.gov/ForSchools/Governance_Standards/.

Additionally, as a public officer, and a member of a public body that is a signatory to a legally binding contract (the charter school contract) with the State of Nevada, you are responsible for governing the charter school, maintaining overall control of the charter school, ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter contract. NRS 388A.320(5); NAC 388A.525 (7) and (8); and NAC 388A.530.

Charter School Board Composition and Member Qualifications

Pursuant to NRS 388A.320(1), charter school boards must consist of *at least* five members. Note that as discussed below, there is no limitation on the number of members a charter school board may have and once the charter school board meets the following qualifications for membership other members of the community, stakeholders, parents, etc. may serve as members of the charter school board; however, a charter school board must consist of *at least five members* that meet the following criteria:

(1) at least *one member* that is a Nevada teacher¹ or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired;

(2) at least one member that is a Nevada teacher or administrator that holds a license pursuant to NRS Chapter 391, or is a retired Nevada teacher or administrator that previously held a license pursuant to NRS Chapter 391 and that license was in good standing at the time that the teacher or administrator retired (just as with the previous requirement), *or*, is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(3) at least one member that is a parent or legal guardian of a student enrolled at the charter school (note that the parent or legal guardian cannot be a teacher or administrator at the charter school);

(4) at least two members with knowledge and experience relating to the following: accounting, financial services, law, or human resources.

In short, charter school boards must consist of at least two educators, a parent or legal guardian of a student at the charter school, and two members with experience related to accounting, finance, law, or human resources.

Again, once the above-referenced criteria have been met, additional members may serve on a charter school board, subject to the following limitations:

- Charter school board members must not be an employee of the charter school, including teachers and administrators. NAC 388A.525(2)(a). As a result, while charter school boards must have as one of its members a licensed teacher or administrator, the licensed teacher or administrator cannot be employed by the charter school.
- Charter school board members must also not be related by blood or marriage to an employee of the charter school, or another member of the charter school's board. NAC 388A.525(2)(b)(1) and (2). Note that a waiver from this prohibition may be requested from Nevada's Superintendent of Public Instruction and the SPCSA pursuant to NRS 281.210 and NAC 388A.525(3).
- Furthermore, while members of charter school boards may serve on other nonprofit organizations and boards, but in no event can more than two members of a charter school board represent the same nonprofit organization or business. NRS 388A.320(2) and NAC 388A.525(4).
- A charter school board may not have as one its members a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school, or anyone related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entirety that has entered into a contract to provide services, for profit, to the charter school. NAC 388A.525(2)(c)(1) and (2).

Regarding residency, a majority of the members of a charter school board must reside in Nevada and in the county where the charter school is located. NRS 388A.320(2) and NAC 388A.325(1).

Finally, charter school boards must meet at least quarterly throughout the year – although the SPCSA *strongly encourages* charter school boards to meet monthly. NRS 388A.320(6).

Charter School Board Member Required Training

Charter school board members are required to complete training regarding the governance of charter schools before the charter school opens (for new charter schools), and at least every three years thereafter. NRS 388A.224. Additionally, new charter school board members, are required to received training or read and understand materials

¹ Note that a "teacher" is defined as a person that holds a license issued pursuant to NRS Chapter 391, has at least two years of teaching experience, and does not include a substitute teaching license. NRS 388A.320(7).

that were provided to the new board member regarding the roles and responsibilities of charter school boards and board members. NRS 388A.320(3)(b). Information regarding the SPCSA's governance standards and required governance training can be found here: <u>https://charterschools.nv.gov/ForSchools/Governance_Standards/</u>.

Questionnaire

Please respond to the questions below. If you are not a proposed member of the board, please indicate N/A for questions that are specific to proposed board members.

Background

- 1. Name of proposed charter school
 Nevada Classical Academy Elko

 2. Full name
 Dorothy Steninger

 3. Home Address
 Image: Comparison of the second of the
- 8. Which of the following best describes you:
 - I am on the Committee to Form *and* a proposed board member
 - I am on the Committee to Form *but I am not* a proposed board member
 - □ I am part of the Applicant Team listed in *Section 1.2: Applicant Team Information* (For CMO Applicants)
 - □ I am a member of the governing board of the CMO (For CMO Applicants)
 - I am a proposed governing board member for the proposed school and do not fall into any of the other categories listed above

Qualifications

- 1. Please attach your resume at the end of the Questionnaire.
 - I confirm my resume is attached
- 2. Have you ever worked for, been on the board of, or otherwise been affiliated with a charter school(s) in Nevada or another state?

If yes, please list the charter school(s) and your role or affiliation with this school(s).

School Mission and Program

1. What is your understanding of the proposed charter school's mission and vision?

NCAE has a mission and vision that will serve inspire the youth of our community to a lifelong desire for learning, academic excellence, civic virtue, and responsible living. NCAE, in collaboration with the parents and community agencies will support the education of students using a classical education approach.

I visited two classical schools, one in Idaho and one in Las Vegas, and have become close with both administrators. I am committed to bringing a classical charter school to Elko.

2. What is your understanding of the proposed charter school's educational program?

As one of the founding members, I have become aware of the educational programs. I have also worked directly with Hillsdale K-12 through this process. I am not an educator, so I rely on the other board members with expertise in educational programming.

Governance – For Proposed Board Members ONLY

1. For proposed board members, why do you wish to serve on the board of the proposed charter school?

I am the one who spearheaded the visits to the classical schools in Idaho and Las Vegas and brought the founding team together to take on this worthy endeavor. I have tremendous passion and want to champion a classical school in Elko.

2. For proposed board members, describe any knowledge or experience that you have that is relevant to serving on the proposed charter school's board.

I administer a nonprofit in Elko County, have been a successful business owner, and have over 50 years working in a wide range of businesses and industries. I am well-rounded, energetic, and passionate, and know how to work strategically to get things accomplished.

3. For proposed board members, what is your understanding of the role of a public charter school board member?

My role will be to offer my professional experience to help set policy and procedure, complete the work of a school governance board, and support the successful implementation and operations of the school through board-related decisions. We are ultimately responsible for NCAE and will be led by our mission and vision statements, our bylaws, our charter agreement, and all applicable NRS, NDE, NAC, and other laws and policies. Finally, we ensure full support fiscally and operationally for our school leader and staff in providing an excellent classical school experience.

4. For proposed board members, what specific steps do you think the proposed charter school board would need to take to ensure the success of the school?

The board will begin actively recruiting a school leader who aligns with our mission and vision.

We will also commit to attending all required training offered through the charter authority, POOL PACT and other agencies. We would also have to ensure we communicate, communicate, communicate with our school leaders, parents and families, community, donors, and more.

During the enrollment process, we will need to ensure all demographics of the community, especially those targeted in our application, are fully aware of our school.

Another step is to begin the steps to pursue a larger facility once we are fully operational.

Finally, we must be focused on continuous improvement through board self-assessments and looking at school and community outreach data regularly.

Conflicts of Interest

Individuals serving on a Committee to Form or on the board of a Charter Management Organization applying directly for sponsorship must disclose any potential conflicts of interest. NRS 388A.246(4). In addition, a person serving on a charter school board must disclose to the sponsor of the charter school any conflicts of interest concerning the person or any family member of the person and a charter management organization, educational management organization or other person with which the governing body of the charter school has entered into a contract to provide any services at the charter school in the immediately preceding year. NRS 388A.320(4). A conflict of interest is defined as a "commitment in a private capacity" which includes a commitment, interest or relationship in the form of a substantial and continuing business relationship as is outlined in the Nevada Ethics in Government Manual.

1. Where are you employed, and are you or your employer affiliated with any charter schools?

Employer: Nevada Lands Council

Describe any affiliation with any charter schools.

None

2. Are you a current or proposed employee of the proposed charter school?

 \Box No, I am not a current or proposed employee of the proposed charter school.

 \boxtimes Yes, I am a current or proposed employee of the proposed charter school.

If yes, what is your position or proposed position, and how long have you been employed in this position, if applicable?

I will be a member of the governing board and will not hold any particular position.

3. Are you related by blood or marriage to an employee or proposed employee of the proposed charter school, or another member of the proposed charter school's board?

⊠ No, I am not related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

□ Yes, I am related by blood or marriage to an employee or proposed employee of the proposed charter school or another member of the proposed charter school's board.

If yes, describe the relationship and the role or proposed role of the individual you are related to by blood or marriage.

4. Are you employed by or affiliated with any nonprofit organizations, and if so, what is your role with the nonprofit organization, and is the nonprofit organization affiliated in any way with any charter schools?

□ No, I am not affiliated with any nonprofit organizations.

⊠ Yes, I am affiliated with one or more nonprofit organizations.

If yes, describe your affiliation with the nonprofit organization(s).

Nevada Lands Council. Office Administrator - No affiliation with the proposed school.

If yes, are you aware of any other person employed or affiliated with this nonprofit organization that is affiliated with this or any other charter school operating in Nevada?

No.

5. Do you own, operate, or are employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or are you related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school?

⊠ No, I do not own, operate, nor am I employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, nor am I related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

□ Yes, I own, operate, or am employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school, or I am related by blood or marriage to a person that owns, operates, or is employed by a corporation, business, or other entity that proposes to enter into a contract to provide services, for profit, to the proposed charter school.

If yes, describe the relationship to the corporation, business, or other entity as well as the proposed services to be performed by that corporation, business, or other entity for the proposed charter school.

6. Are you aware of any other conflict of interest which is required to be disclosed to the SPCSA?

No, I am not aware of any other conflict of interest.

□ Yes, I am aware of a conflict of interest.

If yes, describe the conflict of interest.

Assurances and Certification

- I, <u>Dorothy Steninger</u>, declare and certify under penalty of perjury the following: (Full Name)
 - 1. The information I have provided in this *Information Sheet* is true and correct to the best of my knowledge.
 - 2. If approved, <u>Nevada Classical Academy Elko</u> ("Charter School") (Proposed Charter School Name)

will be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.

- 3. If approved, the Charter School shall be subject to a charter contract with the State Public Charter School Authority (SPCSA) and will comply with all provisions therein during the term of the charter contract.
- 4. If approved, the Charter School shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operations of the Charter School to the SPCSA in a timely manner.
- 5. I understand the following requirements apply to charter school board members:
 - An individual who has been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude² is prohibited from serving on a charter school board. (NRS 388A.323(3));
 - b. Charter school board members must receive training or read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other training and material designed to assist the governing bodies of charter schools (NRS 388A.320(3)(b)), as well as completed required governance training (NRS 388A.224);
 - c. Charter school board members must submit a complete set of fingerprints and authorize the governing body of the charter school to forward the fingerprints to the Central Repository for Nevada Records of Criminal History for its report on the criminal history of the applicant and for submission to the Federal Bureau of Investigation for its report on the criminal history of the member. *Note that this provision does not apply to a teacher or administrator who currently holds a license issue pursuant to NRS Chapter 391.*

Pursuant to NRS 53.045, I hereby declare and certify, under penalty of perjury pursuant to the laws of the State of Nevada, that the foregoing is true and correct.

Dorothy Steninger	Nevada Classical Academy - Elko
Name	Proposed Charter School Name
	February 11, 2024
Signature	Date

² Nevada's Department of Education has defined offenses involving moral turpitude in NAC 388C.100.

DOROTHY B. STENINGER

ADDRESS: BOX 281570 LAMOILLE, NEVADA 89828

- BIRTHPLACE: ELKO, NEVADA
- BIRTHDATE: DECEMBER 28, 1951
- CITIZENSHIP: AMERICAN

MARITAL STATUS: MARRIED

CHILDREN: TWO, GROWN

EDUCATION: NOTRE DAME H.S. BELMONT, CALIFORNIA GRADUATION DATE: JUNE 6, 1969

> UNIVERSITY OF NEVADA RENO ORVIS SCHOOL OF NURSING BACHELOR OF SCIENCE NURSING: MAY 1973

THE NATIONAL HOSPITAL/QUEENS SQUARE, LONDON ENGLAND 4 MONTH COURSE OF STUDY NEUROLOGY/NEUROSURGERY

LANGUAGES: ENGLISH; SPANISH

JOB EXPERIENCE: NEVADA LANDS COUNCIL OFFICE MANAGER/RESEARCHER-PUBLIC LANDS JANUARY 2017- PRESENT

> STENINGER RANCHING OWNER/BOOKKEEPER/RANCH HAND JANUARY 2004-PRESENT

BITTER END TAVERN OWNER/ MANAGER MARCH 2009- APRIL 2011

MACHI'S CAFÉ AND SALOON FOUNDER/MANAGER JUNE 1982- JUNE 1999

ELKO CLINIC OFFICE NURSE MAY 1981-MARCH 1982 DR. DONALD OLSON, NEUROSURGEON OFFICE NURSE OCT. 1976-OCT-1980

NEW YORK HOSPITAL GENERAL MEDICINE CLINIC GRP. SUPERVISOR SEPT. 1975-MAY 1976

PACIFIC MEDICAL CENTER-SAN FRANCISCO FLOOR NURSE JULY 1974-MAY 1975

PAN AMERICAN AIRLINES HOME BASE: NEW YORK CITY, NY FLIGHT ATTENDANT/EUROPE, AFRICA, CARIBBEAN MAY 1973-NOV 1973

SPECIAL CONSIDERATIONS: I WAS SELF EMPLOYED IN THE SERVICE INDUSTRY FOR 25 YEARS. I HAVE EXPERIENCE IN EVERY ASPECT OF RUNNING A SMALL BUSINESS, INCLUDING ADMINISTRATION, MANAGEMENT, AND BUDGET. I BELIEVE MY COMMITMENT TO CUSTOMER SERVICE, A SUPERIOR PRODUCT AND HARD WORK WERE THE RECIPE FOR MY SUCCESS IN THE RESTAURANT BUSINESS. THOSE VALUES CONTINUE TO BE THE MODEL FOR MY WORK ETHIC.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 2

Resume of Applicant Preparer

Ronald D. Fick

Executive Resume

Profile

Mr. Fick has attended, taught, and led in schools in Las Vegas since 1972. His post-secondary education was at the University of Nevada at Las Vegas, earning a Bachelor of Science Degree in Secondary Education with an English Emphasis, a Master Degree in Educational Leadership, and over 40 Doctoral credits with focus in Organizational Management. A 28-year veteran educator, Mr. Fick taught 8.5 years as an English teacher and served 13 years as a licensed school administrator in the Clark County School District. He has completed an additional 6.5 years as Principal-Executive Director at Founders Classical Academy. Mr. Fick is a proponent of Las Vegas community, rich with diverse ideas and politics AND a progressive convert to classical education.

Contact

Home: 6832 Arcadia Creek Street, North Las Vegas, NV 89084 (7023702758) amerosport411@gmail.com

Work: 5730 W Alexander Road, Las Vegas, NV 89130 (7029988368 [Extension 107]) ronald.fick@fcalv.net

Education

Bachelor of Science in Education – Secondary English [12/16/95] -- UNLV

Master of Education - Educational Leadership [12/15/01] -- UNLV

Completed Doctoral Credits - Educational Administration (42 Credits) [5/1/07] - UNLV

Educational Work Experience

01/1996 – 05/1996	English Teacher – Chaparral HS (CCSD)
08/1996 - 05/2000	English Teacher – Las Vegas HS (CCSD)
08/2000 - 05/2001	English Teacher – Silverado HS (CCSD)
08/2001 – 05/2004	English Teacher – Western HS (CCSD)
08/2004 – 02/2006	Dean of Students – Western HS (CCSD)
03/2006 – 05/2008	Dean of Students – Palo Verde HS (CCSD)
08/2008 - 05/2010	Assistant Principal – Palo Verde HS (CCSD)
08/2010 – 05/2015	Assistant Principal – Durango HS (CCSD)
08/2015 – 05/2016	Assistant Principal – Las Vegas Academy of the Arts (CCSD)
08/2016 – Present	Principal-Executive Director – Founders Classical Academy
Professional Referenc	es
Ramir Hernadez, Esq.	FCALV Board President (Current) <u>deb8er1@gmail.com</u>
Scott Walker	CCSD School Choice and Innovation School Associate Superintendent – Prior Principal at Las Vegas Academy of the Arts walkesm@nv.ccsd.net
Richard Moreno	FCALV Founding Board President nvrich@gmail.com



Nevada Classical Academy Elko Charter Application

ATTACHMENT 3

Evidence of Community Partners

Attachment 3: Evidence of Community Partnerships/Letters of Support Category Organization/Individual		
icgory	Tim Hatch, Financial Advisor	
	J.M. Capriola Company, Inc.	
	Catherine Wines, Architect	
	Bert K. Gurr, Assemblyman District 33	
	Angela de Braga, Community Member	
	Ashley Perkins, EIAA Principal	
	Angela Burns, Acton of the Rubies	
	Robert S. Roosa, Anthracene Softworks, LLC	
	Kathryn C. Moriarty, DVM, Aspen Veterinary Clinic	
	Jon A. Wahrenbrock, Court Street Rentals	
	Todd Sorenson, Elko Federal Credit Union	
	Alex Villegas, Elite Futbol Club	
Ð	Floyd Chacon, Genx Mining Contractors LLC	
Ĕ	John W. Filippini, JWF Ranching LLC and JWF Properties LLC	
	Kriston N. Hill, District Judge – Dept. 1	
L	Katie Howe McConnell, Esq., McConnell Law Office	
3	Kimberlee Hrdlicka, Community Member	
	Melinda Sarman, Owl Creek Ranch	
	Mark Paris, CPA, McMullen McPhee & Company LLC	
Community Partners	James Johnston, Fire Chief, City of Elko	
	Dr. Steven Hrdlicka, Community Member	
	Cheri Moring, Head Start of Northeastern Nevada	
	Jaymie Donovan, Community Member	
	David Hirst, Community Member	
	Reece Keener, Mayor, City of Elko	
	Paddy Legarza, Legarza Exploration	
	Alissa Wood, Nevada Gold Mines	
	Ralph Sacrison, P.E., SME-RM, Sacrison Engineering	
\Box	Sheldon Mudd, Northeastern Nevada Regional Development Authority	
	Joe de Braga, Reading Vision	
	Rick Longhurst, PGA, Ruby View Gold Course	
	Lisa Donalson, Well Told Marketing and Communications	
	Zach Penrod, Community Member	
	Elko City Council, City of Elko	
	Albany Williams, Community Member	
	Elko County Commission, Elko County	
	Casey Gallagher, Gallagher Ford	
	Michael Royer, Ruby Mountain Helicopter Skiing	
	Ruby Mountain Living	
	Tony Manfredi, Nevada Arts Council	
	Lauren Brown, Ph.D., Nevada PBIS Technical Assistance Center	

March 11, 2024

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

Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko. As a local parent and business professional in Elko County, I strongly support the idea of an additional school choice in our area. In my professional role as a financial advisor with Edward Jones, I often hear from my clients the desire for their children and grandchildren to obtain a strong education that will also instill their children with a strong moral foundation.

Edward Jones is committed to improving financial education within the communities we serve, with a strong focus on teenage learners, so that the next generation has the resources they need for a stronger financial future. To meet that need, we have partnered with EVERFI and introduced the Edward Jones Financial Fitness program, a financial education initiative. In addition to providing access to free online financial education resources, I am also willing to donate my time to conduct financial literacy classroom workshops.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in Elko County and to increase parents' choice in the type of education their children receive.

Sincerely,

Tim Hatch Financial Advisor



March 5, 2024

Nevada State Public Charter School Authority 1749 North Stewart Street, Ste 40 Carson City, NV 89706

To whom it may concern:

J.M Capriola Co. Inc is a retail western store specializing in high quality leather goods, silver collectibles, tack and accessories. We are the home of the original Garcia Bits & Spurs, and we are based on a commitment and experience you can trust for nearly 100 years.

We strongly support the efforts of the Nevada Classical Academy Elko to bring another educational institution to our area that will provide a classical education model to our community.

We will be supportive through our volunteer and financial efforts to see that this school is a success and will add to the opportunities for students and families in our community. Specifically, we will provide field trips to our facilities in Elko to show how we make western saddles and silver bits and spurs and other accessories. And we are available to teach some on-site leather craft classes at the school. We also are involved with the Cowboy Arts & Gear Museum in Elko and will facilitate tours of the museum and classes regarding the related history of Cowboy Art and Gear.

Very truly yours,

J.M. Capriola Company, Inc





6 March 2024

Nevada Classical Academy, Elko P.O. Box 1884 Elko, Nevada 89801

Dear Academy,

I am writing to congratulate your entire board for the hard work you have given to opening the Nevada Classical Academy in Elko. Your unselfish commitment to ensure kids in Elko get the very best education available anywhere, is appreciated.

I feel fortunate to own and operate an architectural firm here in Elko. Being a native of Northeastern Nevada, I was excited when the opportunity came after college to return home and start my architecture practice. R6 Studio is a local architecture firm with a long term commitment to Northeastern Nevada. I would be proud to assist Nevada Classical Academy, Elko in completing architectural work necessary for your new school to run smoothly and grow efficiently, including planning, design, construction inspection, coordination, and administration.

I pledged support for your new school in it's beginning stages and am willing to help your board in any way I can to facilitate and build out a compliant and engaging school building when that step comes. I previously worked with another public charter school in Ely, Nevada which was a ground up, new, facility. I have also worked with the Elko County School District and Lander County School District on remodels of existing school buildings. I welcome the opportunity to work with you on your project and will be willing to do a portion of the project pro-bono, to ensure everyone involved knows my commitment to making your school a success. Please let me know what I can do to help you facilitate your school building.

If you have any questions or need additional information please do not hesitate to contact me. I look forward to working with you. Again, congratulations and thank you for all your efforts.

Sincerely,



R6

Catherine Wines, Architect

BERT K. GURR ASSEMBLYMAN District No. 33



Nevada Assembly

EIGHTY-SECOND SESSION

LEGISLATIVE BUILDING: 401 South Carson Street Carson City, Nevada 89701-4747 Office: (775) 684-8831 Fax: (775) 684-8533 Bert.Gurr@asm.state.nv.us www.leg.state.nv.us

DISTRICT OFFICE: P.O. Box 1436 Elko, Nevada 89803-1436 (775) 778-5138 Bert@Gurr4Nevada.com

March 11, 2024

Nevada Classical Academy,

It is my privilege to represent Nevada's Assembly District 33. I know how important education is to families across Nevada, and there is no one more qualified to make educational decisions for children than their parents.

For those reasons, I am and will always be a strong advocate for school choice in the Silver State. We must fight to make sure that parents have the ability to do what is best for their children and that they have ample choices. I will do whatever I can to ensure those rights and assist the Nevada Classical Academy and all educational choices that share the mission of doing what is best for our children, families and the future of this great State.

Sincerely,

Assemblyman District 33



Member Government Affairs Growth and Infrastructure Natural Resources RUBY VIEW GOLF COURSE 2100 RUBY VIEW DRIVE ELKO, NEVADA 89801

Dear Nevada Classical Academy,

I would like to offer my support to the Nevada Classical Academy Charter School. I can offer the services of the Ruby View Golf Course. We have an excellent driving range and offer clinics for golf lessons.

3/12/2024

The course is currently home to the Elko High School boys and girls golf teams. We have a Junior golf program that offers lessons and tournament play experience. A yearly clinic is also offered for Junior golfers.

Golf is an excellent game for lifelong enjoyment. We are set up as a family course with

RICK LONGHURST, PGA RUBY VIEW GOLF COURSE 2100 RUBY VIEW DRIVE ELKO, NV 89801 (775) 777-7277 March 12, 2024

Angela de Braga HC 36 Box 510 Lamoille, NV 89828

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

Dear Mr. Peltier:

I am writing this letter of support on behalf of the Nevada Classical Academy Elko (NCAE). I feel that increased school choice in our community would greatly benefit this generation of students who are struggling to be proficient learners in our current public schools.

If the NCAE's charter is approved, I would volunteer to read to students and assist teachers in their classrooms and chaperone field trips. I recently retired from Great Basin College where I was the director of Continuing Education for 15 years. I also served as the diversity officer at GBC. Prior to that, I was assistant director of distance technology for University of Nevada Reno Extended Studies.

I hold a bachelor's degree in business administration with a major in marketing as well as a master's degree in educational leadership. I have extensive experience in coordinating arts and cultural enrichment activities and believe in lifelong learning. I hope our community is granted the opportunity for this new charter school to thrive. I would really enjoy working with children there.

If you have any questions or need further information, I can be reached at 775-934-9166.

Sincerely,

Angela de Braga



ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

1031 Railroad Street, Suite #107 Elko, Nevada 89801 Phone: (775) 738-EIAA (3422) Fax: (775) 738-3488 EIAA is an Equal Opportunity Provider and Employer



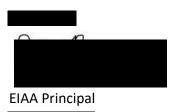
3/13/2024 From: Elko Institute for Academic Achievement (EIAA) RE: Nevada Classical Academy

To Whom it May Concern,

Please accept this letter on behalf of the Nevada Classical Academy.

Elko Institute for Academic Achievement (EIAA) is currently the only charter school serving Elko County of over 20,000 residents. EIAA will be doubling our capacity for the 2024-2025 school year to 400 students. Our 400 students are equivalent to 3% of the district population of 10,000 students. Moving into the lottery for the 2024-2025 school year, we have a waitlist of 518 students. According to the <u>SPCSA vs. Nevada Districts: Percent of Schools with 3-star or Higher NSPF Rating</u>, Elko County has 32.1% of their schools ranking three star or higher. That means 67.9% of the schools are underperforming and ranking as one- or two-star schools. Data shows EIAA has had a higher SPED percentage than the district for the last 5 years.

Elko needs quality school choice for all our students including the subpopulations. EIAA supports school choice and raising the bar for academics in Elko, Nevada. If you have any questions, please don't hesitate to contact me.



April 20, 2024

Mr. Danny Peltier State of Nevada SPCSA 1749 N Stewart St. Suite 40 Carson City, NV 89706

Dear Mr. Peltier,

It is with great pleasure that I am writing this letter in support of Nevada Classical Academy Elko (NCAE). NCAE provides a truly unique opportunity for the communities of Elko and Spring Creek and for the State of Nevada. Through NCAE's mission "To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences" learners will develop the pertinent tools for problem solving and critical thinking.

The need is ever growing for alternative pathways of education. NCAE would provide Elko County with a choice for educating their children. As NCAE has demonstrated through their outreach the Elko community is very receptive to the classical education model. With the support of the City of Elko, Elko County, and many Elko residents now is the time for change. The people have spoken in support of NCAE and their mission which indicates sustainability and presence in the community.

NCAE strives to provide a culture of virtuous character. Learners will be supported to embrace their curiosity and explore what it means to be their best selves. The twenty-first century is chock full of temptations and distractions. NCAE will systematically provide space for learners to evaluate tasks, challenges, and solutions through meaningful interactions with classically trained faculty and staff. Overcoming obstacles and reflecting on these experiences will create great opportunities for Elko County's youth to take on the very complex world we live in.

This approach to education is truly a gift and promotes freedom, responsibility, and the "American Dream." As an alternative education enthusiast I am in full support of NCAE and their mission. It is my intention to work with the NCAE Founding Board, Governing Board, and faculty to implement the best possible school for the residents of Elko County.

Thank you for your consideration for the Nevada Classical Academy Elko (NCAE).

Sincerely,

Angela Burns Founder and Former President Acton of the Rubies Elko, NV



Anthracene Softworks, T

Better code today for a better world tomorrow 776 Silver St. • Elko, NV 89801

> IN REPLY REFER TO 5420 AS/COR March 5, 2023

Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Mr. Peltier:

It is my sincere pleasure to add not only my voice, but the voice of Anthracene Softworks to the support of Nevada Classical Academy Elko (NCAE).

Anthracene Softworks believes strongly in foundational education upon which other skills can be learned. The Classical education model, we believe, turns out well-developed, virtuous students well grounded in reality. Giving them the confidence to think and act independently--and the capability to pursue any self-development they desire. In other words, we believe that NCAE will produce students fully prepared to become stalwart members of society, as employees, business owners and community leaders.

We are dedicated to helping NCAE achieve this mission through material support, free of charge, which may include assistance with software implementation during school start-up and operation and assistance with designing and installing network infrastructure.

Further, as our team consists of individuals with many areas of subject-matter expertise, we will gladly offer instruction, guest presentation, or industry partnerships with NCAE and its students going forward.

In closing, we are proud to support the work of Nevada Classical Academy Elko to establish a new educational institution in Elko County and to increase the educational opportunities for parents and their children.

Thank you for your consideration.

Respectfully,

/S/ Robert S. Roosa Head of Data and Web Development Anthracene Softworks, LLC May 11, 2023

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

Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko. Since 2004, I have been a resident and business owner of Aspen Veterinary Clinic in Spring Creek, Nevada and am supportive of expanding educational opportunities in our small rural community. Our small community lacks educational choice, but there are many people wanting to return to traditional classical education due to Nevada's poor public education performance. I feel strongly about improving and increasing the educational opportunities in the Elko/Spring Creek area. My children 17 and 15 both have been homeschooled and Classical Conversations this year, which in comparison to other programs we have tried has been paramount to improving their learning and preparation for college.

To support NCAE in its work, Aspen Veterinary Clinic will host field trips in order to complement students' academic learning in the classroom. Field trip activity topics may include animal care, veterinary science, veterinary medicine general practice routines, and different career types in the veterinary field.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children receive.

Sincerely,

Kathryn C Moriarty, DVM Aspen Veterinary Clinic Spring Creek , NV

Court Street Rentals Jon A. Wahrenbrock, Proprietor

May 11, 2023

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

To Whom It May Concern,

Court Street Rentals is a business located in Elko, NV that has provided affordable housing to the public since 2003.

I strongly support the efforts of the Nevada Classical Academy – Elko to bring an additional educational option to our community. A classical education model program would be a tremendous asset to Elko. My family of four boasts three educators, all of whom support this effort.

We will be supportive through our volunteer and financial efforts to see that this school is a success, adding to the opportunities for students and family in our community. Specifically, we would provide field trips to our rental properties in Elko to show first hand multi family residential housing facilities and would also be available to provide occasional instruction on rental property management and related matters.

I urge you to approve the application of this charter school.

Sincerely,

Jon A. Wahrenbrock Owner/Manager



May 11, 2023



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

To Whom It May Concern:

Founded in 1960 and owned by its members, Elko Federal Credit Union (EFCU) is the only financial institution based in Elko, Nevada. We do not take the stewardship that comes along with being the locally owned community-based lending and depository institution lightly. We support the communities that fall within our field of membership in many ways, whether by the promotion of financial literacy of our membership, providing critical banking services, lending to our members and their businesses, and thru monetary or service contributions.

EFCU understands our primarily rural, yet diverse economic and business environments. Concentrated in mining the vast resources of Northeastern Nevada, we have a broad business base. We also recognize the importance to support our EFCU membership in the legacies of our ranching and agricultural industries.

This array of economic diversity brings challenges in ensuring our communities are educating the population with the appropriate education and workforce skillsets to support these businesses. We support the efforts of individuals and businesses in our community to create an environment where people want to stay, live, and thrive.

Given this, we support the efforts of Nevada Classical Academy Elko, and their efforts to bring an additional educational option to Elko County. Consistent with our credit union mission and historic community involvement, we will be supportive with our time and monetary resources. We will partner with the Nevada Classical Academy Elko to bolster and enhance the financial literacy of the students and their families. These efforts could take on the form of presentations, occasional instruction, or community events promoting financial education objectives and betterments.

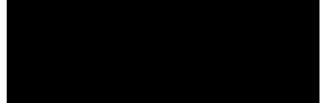
We request the approval of the application of Nevada Classical Academy Elko charter school.

Sincerely,

Todd Sorenson *President and CEO, on behalf of* Elko Federal Credit Union



Elite Euthel Club



April 30, 2023

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

Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko. Elite FC is a 501(c)(3) Nevada Non-Profit Corporation, which supports youth sports in Northeastern Nevada. Specifically, Elite FC operates competitive travel soccer teams, as well as recreational soccer leagues for the youth. I feel strongly about improving and increasing the educational opportunities in the Elko/Spring Creek area.

To support NCAE in its work, Elite FC will help raise community awareness about NCAE, such as giving booth space to NCAE at Elite FC events and sharing promotional material with Elite FC families. Elite hosts a number of events throughout the year, including a summer 3 v 3 tournament and winter 6 v 6 tournament. Our recreational leagues and travel teams reach hundreds of families of children in the Elko area. Supporting our youth and providing them with as many opportunities – both educational and athletic – is of great importance to Elite FC.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children receive.

Sincerely,



Alex Villegas President, Elite FC, Ltd.

Genx Mining Contractors, LLC

April 30, 2023

Nevada State Public Charter School Authority 1749 North Stewart Street, Ste 40 Carson City, NV 89706

To whom it may concern:

Genx Mining Contractors, LLC is an Underground Mining company in Spring Creek,

NV providing Underground Contracting services in Northeastern

Nevada.

We strongly support the efforts of the Nevada Classical Academy Elko to bring another educational institution to our area that will provide a classical education model to our community. We will be supportive through our volunteer and financial efforts to see that this school is a success and will add to the opportunities for students and families in our community. Additionally, we would provide field trips to our facilities in Spring Creek to show Underground mining processes and construction procedures and we would be available to teach some occasional in-school classes on these subjects.

Very truly yours, Geny Mining Contractors LLC

Floyd Chacon Manager/Member



JWF RANCHING LLC AND JWF PROPERTIES LLC

JOHN FILIPPINI, MANAGING MEMBER



April 30, 2023

Nevada State Public Charter School Authority 1749 North Stewart Street, Ste 40 Carson City, NV 89706

To whom it may concern:

JWF Ranching LLC located in Eureka County Nevada is a cattle ranching entity that also provides helicopter services to ranchers for finding and rounding up cattle, plus we also show and breed high performance registered quarter horses. JWF Properties LLC is a commercial real estate operation located in Boise, Idaho.

We strongly support the efforts of the Nevada Classical Academy Elko to bring another educational institution to our area that will provide a classical education model to our community.

We will be supportive through our volunteer and financial efforts to see that this school is a success and will add to the opportunities for students and families in our community. Specifically, we would provide field trips to our ranch properties in Eureka County, Nevada and explain the processes of livestock herd management. We can also demonstrate the inside of the helicopter and show what the instrumentation panel is for and how it works. We would also be able to explain the procedures and processes of raising, breeding and showing performance horses and could bring horses and colts to the school to provide hands on experience with horses.

Very truly yours,

JOHN W. FILIPPINI

John W. Filippini Managing Member



ELKO COUNTY FOURTH JUDICIAL DISTRICT COURT

HONORABLE KRISTON N. HILL T 775.753.4601 | F 775.753.4611 | 571 IDAHO STREET | ELKO, NEVADA 89801

May 12, 2023

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

Mr. Peltier,

If this board grants Nevada Classical Academy Elko permission to open a school in the Elko/ Spring Creek area, I would be honored to support the school by providing educational opportunities to students.

The following are a few of the ways I, as a District Court Judge in the Fourth Judicial District, would be willing to help:

- The Trial of Goldilocks is a program designed for 3rd to 4th grades wherein the students watch a mock trial of Goldilocks, who is facing charges for breaking into the Three Bears'home and damaging their property. The students serve as jurors for the trial, deliberate, and ultimately decide the guilt or innocence of Goldilocks.

- Reading and Robes is sponsored by the National Judicial College. Students come to court, and the judicial officer reads age-appropriate, culturally diverse books with themes of justice, fairness, and the law.

- In the past, I have presented to high school students are series of discussions regarding the judicial branch, crime and punishment, and the legislative process.

As a lifelong resident of Elko County and a parent, I feel strongly about improving and increasing the educational opportunities in the Elko/Spring Creek area and increasing parents' choice in the type of education their children receive.

Please feel free to contact me with any questions.



MCCONNELL LAW OFFICE



Katie Howe McConnell, Esq.

April 30, 2023

Nevada State Public Charter School Authority 1749 North Stewart Street, Ste 40 Carson City, NV 89706

To Whom it May Concern:

McConnell Law handles civil law matters throughout rural Nevada and Katie McConnell has been a member of the State Bar of Nevada since 2005. Our team has a well-deserved reputation of excellence in providing smart, sensible, and cost-effective legal and business solutions for our clients.

We strongly support the efforts of the Nevada Classical Academy Elko to bring another educational institution to our area that will provide a classical education model to our community.

We will be supportive through our volunteer and financial efforts to see that this school is a success and will add to the opportunities for students and families in our community. Specifically, we would provide field trips to our facilities in Elko to show how a law office works and we would be available to teach some occasional in-school classes on legal matters and how to become a lawyer. We have also been providing some legal services to the board at no charge in assisting with the formation of the entity and related matters.

Sincerely,



KATIE HOWE MCCONNELL

April 20, 2024

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

Mr. Peltier,

I am delighted to write a letter of support for the Nevada Classical Academy Elko. After living in Las Vegas for 10 years, my husband and I have returned to our hometown of Elko, NV. We are both employed at Great Basin College as Instructors. I am an instructor in the Adult Basic Education/English as a Second Language Department. I have a Bachelor's degree in studio art, and a Master's degree in Library Science.

Upon our return, my husband and I have found that Elko has become an expanding and flourishing community with much potential. I feel that this is the perfect time to improve and increase the educational opportunities in the Elko area. I have personally experienced the public school system in Spring Creek, and would have loved to have had the opportunity to attend the Nevada Classical Academy Elko.

To support NCAE in its work, I plan to be involved by assisting in getting more community support by volunteering my time by reading to children, or possibly speaking to classes about art or art -related topics. I would also be interested in bringing my ESL experience to NCAE in any capacity that I could. In my time in Las Vegas, besides being employed at Lied Library at UNLV for many years as a supervisor, I was also employed at an art school where I gave art instruction lessons to children as young as four years old, to adults in their fifties. I would love to have the opportunity to bring my art instruction experience to NCAE. I was also employed with an organization called KidScape. This organization sends representatives to local elementary, middle and high schools to teach them Improvisational acting. Improvisational acting has been proven to increase self-esteem, build relationships, as well as empower students in their speaking skills. I would be interested in lending my services in this capacity as well.

Since my last letter of support, my husband and I have welcomed a baby boy into our home. When the time comes for us to choose a school for our son, we will be very thrilled that we have the option to send him to NCAE. I strongly support the work and mission of Nevada Classical Academy Elko, and am looking forward to this institution being an education option for my family.

Sincerely,

Kimberlee Hrdlicka

May 11, 2023

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

Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko. As the owner and operator of Owl Creek Ranch a cow calf operation at the base of the Ruby Mountains, we have been highly involved in the Elko County community for serval years. Including but not limited to, teachers workshops, ag in the classrooms, local 4-H and FFA programs, Lamoille Conservation District, Lamoille Fire Department, Elko County fair, and many other local organizations and events. I feel strongly about improving and increasing the educational opportunities in the Elko/Spring Creek area. This school would give many opportunities to urban and rule youth. Giving youth more opportunities to thrive in the school environment and increasing their potential for college and trade school attendance and readiness.

To support NCAE in its work, Owl Creek Ranch will host field trips in order to complement students' academic learning in the classroom. Field trip activity topics may include food production, ranching life and cattle production, rangeland and cattle range interaction management, wildfire prevention, and a variety of other potential topics. As pillars of the community, we strongly support all educational opportunities for the youth of Elko County.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children receive.

Sincerely CerMER

Melinda Sarman Owl Creek Ranch



April 27, 2023

Nevada State Public Charter School Authority 1749 North Stewart Street, Ste 40 Carson City, NV 89706

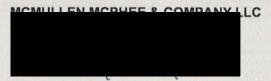
To whom it may concern:

McMullen McPhee & Company LLC is a public accounting firm located in Elko and Ely, Nevada, and services various clients throughout the Northeastern Nevada area. We feel very strongly about improving and increasing the educational opportunities in our community and our state.

We strongly support the efforts of the Nevada Classical Academy Elko to bring another educational institution to our area that will provide a classical education model to our community.

We are supportive through our volunteer and financial efforts to see that this school is a success and will add to the opportunities for students and families in our community.

Very truly yours,



Mark Paris, CPA Managing Member JAMES JOHNSTON FIRE CHIEF/EMERGENCY MANAGER Email: jjohsnton@elkocitynv.gov

KINZIE COMPSTON ADMINISTRTIVE ASSISTANT Email: kcompston@elkocitynv.gov



JOEL FINLEY DEPUTY FIRE CHIEF Email: jfinley@elkocitynv.gov

JAMIE WINROD FIRE MARSHAL Email:jwinrod@elkocitynv.gov

CITY OF ELKO - FIRE DEPARTMENT

911 W. Idaho Street Elko, NV 89801 (775)777-7345 FAX (775)777-7359

Nevada Classic Academy Elko P.O Box 2762 Elko, NV, 89803

To The Nevada Classical Academy Elko,

I am writing on behalf of the City of Elko Fire Department. As the Chief Officer of the organization, I can tell you that we are fully committed to the prevention, mitigation, response, and recovery of incidents that occur within our community. Each of these mission areas cannot be accomplished on our own. We partner with stakeholders to create a synergistic environment where we all benefit. We have partnerships with several schools and organizations throughout the City of Elko.

I am excited to inform you that we are in full support of a partnership with the Classic Academy. For centuries, we have been involved with our schools. We have partnered together to teach prevention and preparedness, helped with field days, reading week, and fundraising activities. We are rarely limited to our participation with the partnership we create. It is amazing to observe our firefighters interact with the future leaders of our area. I see their compassion and understanding with kindergartners and also see the effort and inspiration given to high school students.

We believe that by combining our strengths and resources, we can achieve greater impact and reach our shared objectives more effectively. Through collaboration, we can leverage our respective networks, expertise, and innovative approaches to the fire safety problems that face our city.

Please accept this letter as not just support of the Classic Academy, but rather a commitment to partnership so we can educate and improve by utilizing all of our talents. Please contact me at any time to discuss this or any future topics.

Sincerel /

James Johnston Fire Chief/Emergency Manager City of Elko



July 18, 2023

Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Dear Mr. Peltier:

I recently moved to Elko with my family to take a position at Great Basin College as academic faculty in the Arts and Letters Department. Truly, reconnecting with old friends and the Elko area in general has been a wonderful experience; my wife and I both attended secondary and high school in the Elko County School District.

I write this letter in full support of the Nevada Classical Academy Elko. Lots has changed over the past twenty years since I attended school in the Elko County School District, and the many parents, members of the community, and organizations who support this initiative to invest meaningfully in our children and future attest to this. As a college professor, I will say that, more than anything, what made me want to pursue higher education were teachers who taught me about the Great Works and liberal education.

At this time, I would be willing to support the establishment of the Academy by participating in workshops. In these workshops we would read and talk about some of the great works, and in this way acquaint interested parents and prospective students with some principles of classical education (as well as curriculum). The first few workshops would be on Aesop's Fables, exemplary classical works.

Thank you for your time. Please feel free to contact me with any questions you may have at (775) 385-3801 or at <u>Steven.Hrdlicka@gbcnv.edu</u>





March 25th 2024

Danny Peltier

State Public Charter School Authority 1749 North Stewart Street, Suite 40

Carson City, Nevada 89706

Mr. Peltier,

It is my pleasure to write a letter of recommendation for Nevada Classical Academy Elko. Head Start of Northeastern Nevada is a non-profit organization, which supports the learning development of children from birth through age five. Specifically, Head Start of Northeastern Nevada focuses on school readiness goals and objectives, so that children in our care are ready to go to kindergarten by age five. We serve low-income families, disabilities, homelessness, foster care, KinderCare, families affected by the military, and families affected by drug, alcohol, and physical abuse. Being in the education field in Elko, Nevada for over twenty years, I do see the need for additional educational opportunities in our community.

To contribute to the wonderful work that NCAE is doing, HSNN will commit to help raise awareness about NCAE, and will hold space for NCAE when we do community events and will help hand out important resources about NCAE to our staff, enrolled families, and the community. HSNN does many events that are open to not only our enrolled families, but to the entire community. Some events include open house, fall event, winter event, and our kindergarten readiness in the spring. HSNN will also provide informal consultation services to NCAE founding members regarding support and engagement methods to non-native speaking parents and parents of children with disabilities.

I support the work that Nevada Classical Academy is doing, and I strongly support a new education establishment in our community of Elko, Nevada. This additional establishment would help give our community more diverse educational opportunities to our growing town.

Sincerely,

Cheri Moring

Executive Director

Head Start of Northeastern Nevada



April 3, 2024

Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Mr. Peltier,

Please accept this letter of support for the Nevada Classical Academy Elko (NCAE). As a member of the Elko community and mother of two young children, I am excited about an additional option for education in the Elko area.

I have worked for the mining industry in Elko for over 16 years in community and employeefocused roles, and I see a need for additional educational institutions in our community. To help with the success of NCAE, I will volunteer my time as a parent in the classroom, provide monetary donations, work as a future full-time or substitute teacher, and provide educational activities and presentations for the students as a mining professional.

With over 18 years of experience working in security in the mining industry, my husband will volunteer his time to ensure the school is secure and safe for the students.

I am confident that through NCAE, the Hillsdale College Classical Education program will provide Elko County children with a virtuous, comprehensive, and challenging education and the opportunity to become self-reliant and responsible adults, representing the school choice many in our area are asking for.

I gladly support NCAE to open a school in our community in 2025 as a welcome addition to our community's educational choices.

Sincerely,

Jaymie Donovan

March 14, 2024

Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Mr. Peltier,

It is my pleasure to express support for Nevada Classical Academy Elko by writing this letter of endorsement. I have been involved in education in Elko as a teacher and a coach at Elko High School for 24 years until my recent retirement. I have witnessed a shift in the needs of many of my students in recent years, and for this reason I am excited about improving and increasing a diversity of educational opportunities in the Elko/Spring Creek area. Nevada Classical Academy Elko has the promise to deliver such an improved and much-needed educational opportunity.

I am personally acquainted with most of the directors of NCAE and have known them to be exceptional individuals who have worked effectively and tirelessly with both youth and adults in our community..

To support NCAE in its work, I am willing to assist both financially and with instruction if needed. I have 36 years of experience in the field of education and hold three university degrees.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children can receive.

Sincerely,

David Hirst Former EHS German Teacher





June 12, 2023

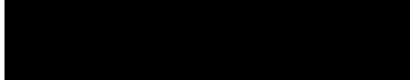
Mr. Rex Steninger Nevada Classical Academy Elko P.O. Box 1884 Elko, NV 89803

To Whom it May Concern,

As Elko Mayor, I'm proud to support the efforts of volunteers as they endeavor to launch the Nevada Classical Academy Elko. This proven curriculum will provide students with a foundational education which will prepare them for college and a good life. This school will provide yet another option for those that want more for their children's education in an environment that cultivates a love of learning and good character.

The cost of establishing such an academy is daunting and will require a sustained community effort, but the successful result will be worth the effort.

Sincerely,



Reece Keener Elko Mayor



March 27, 2024



Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Dear Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko and to support them in the application for authorization process. I am the parent of two former private Christian school students and a strong proponent of a variety of options for learners. I am also a follower and supporter of Hillsdale College and the many works that they are doing. I am delighted at the prospect of a Hillsdale K-12 school for Elko.

I am part owner of Legarza Exploration LLC here in Elko, NV and it has been our privilege to do some donated work for Spring Creek Christian Academy, the Elko and Spring Creek Boys and Girls Clubs, the rebuilding of the Lion's Campground in Lamoille Canyon and numerous other local projects. We could possibly be helpful in this respect to NCAE.

As an individual, I regularly support a number of non-profit endeavors and would count it a privilege to support a Hillsdale K-12 school in our area.

Thank you for your Time Respectfully,

Paddy Legarza Legarza Exploration LLC



www.nevadagoldmines.com

March 30, 2024

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

Dear Mr. Peltier,

On behalf of Nevada Gold Mines, I would like to extend our support for Nevada Classical Academy Elko (NCAE) and the work they are doing to establish a new charter school option within our community.

Nevada Gold Mines (NGM) has long prioritized the value of education, seeking to support and promote academic excellence and opportunity to local students within our surrounding communities. Seeking a choice for parents when it comes to their children's education is also key to a thriving and sustainable community. As such, we fully support the work NCAE is doing to bring about this new charter school option.

As part of our support, we would like to invite NCAE to participate in outreach and grant programs alongside the Elko County School District and Elko Institute for Academic Achievement. We are committed to education of Nevadan youth and thus plan to include NCAE in NGM's K-12 educational outreach programs (Gold Fever and Fossil Hill), including guest speakers, field trips, coloring book distribution, etc. Lastly, when accredited, we welcome NCAE to apply for funding through NGM's social investment programs.

We sincerely hope to see this new charter school come to fruition, as it will help to inspire and grow the next generation of Nevadans through classical, content-rich education in the liberal arts and sciences.

Sincerely

Allssa wood Head of Community Engagement & Development Barrick North America (775) 934-7675 AWood@Barrick.com



Mining - Geological - Hydrological - Environmental - Maintenance

March 24, 2024

Nevada Classical Academy Elko P.O. Box 2762 Elko, NV 89803

Re: Letter of Support - application to State Public Charter School Authority

To SPCSA members and NCAE board:

As a Nevada native, single parent with adult children and owner/operator of a successful small business, the prospect of the Nevada Classical Academy Elko being chartered in the near future is pleasing. I strongly encourage the State Public Charter School Authority to accept the NCAE application and provide Elko County students the opportunity to learn and advance through a classical education. Coincidentally, my own education entailed many aspects of the classical model, from elementary through a rigorous old-school liberal arts education.

Born in Ely when my parents lived in Kimberly, life has taken me up and down the Western Hemisphere and across both American continents. I began third grade in the tallgrass savannah in Venezuela, with a curriculum including two grammar classes in the normal course of a school day. One in English, one in Spanish. Since then, commonly using both languages across academic and work life. My forty-eight-year career has included multiple assignments working in Latin America, melding bilingual with technical abilities.

I touch on my bilingual abilities on two counts: 1) NCAE board members asked me to check or conduct a few document translations. They did so knowing my abilities; 2) their knowledge warrants emphasizing they also are aware of other individuals within the community with pertinent education strengths and resources which can be useful to the mission and the students of NCAE. On those points, among many others, the board shows wisdom and through them NCAE will be successful, as will their students and the community at large.

Again, please grant the Nevada Classical Academy Elko a charter at the earliest opportunity.



Ralph R. Sacrison, P.E., SME-RM



Northeastern Nevada Regional Development Authority 1500 College Pkwy, McMullen Hall #103 · Elko, NV 89801 775-738-2100 · www.nnrda.com

March 26, 2024

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

Dear Authority Members,

On behalf of the Northeastern Nevada Regional Development Authority (NNRDA), I would like to formally express our support for the Nevada Classical Academy - Elko's (NCA-Elko) Board of Directors and their efforts to establish a classical K-12 school in Northeastern Nevada. Covering Lander, Eureka, Elko, and White Pine Counties, our organization is responsible for the continual, diversified development, and economic growth of nearly 40,000 square miles of the Silver State.

NNRDA holds to an economic development model that is comprised of three primary elements; business development, community development, and workforce development. As a result of the latter, NNRDA staff routinely engage with educators at all levels, from elementary to university graduate schools, in order to enhance and foster educational programs that not only fill workforce demands today but ensure ready and qualified candidates for the occupations of tomorrow.

Along with this letter of support, NNRDA have and will continue to provide the NCA-Elko with detailed data and statistics associated with workforce demands that impact the local region. Further, NNRDA staff will keep the NCA-Elko apprised of any business development activity that lead to a shift in industrial demand requiring new or unique skillsets. As with any educational institution within the region, we will collaborate to ensure that Northeastern Nevada students are prepared for and capable to enter the local workforce.

The classical model of education is a tried and true method of instruction that proved successful for over 200 years in this county; not to mention, gave rise to Western Civilization as a whole. The model has yielded some of the greatest thinkers this world has ever seen and will undoubtedly continue to produce well rounded, critically thinking citizens that will add tremendous value to our region's business and industry.

We commend NCA-Elko for their efforts to add more educational opportunities for students in Northeastern Nevada. Their initiatives fall in line with a statement Thomas Jefferson wrote to George Wythe in 1786 where he proclaimed, "...the most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness." For these reasons, NNRDA is in full support of NCA-Elko and their efforts to establish a Charter School utilizing a classical model as its foundation for instruction.

Sincere Regards,

Sheldon Mudd

Executive Director



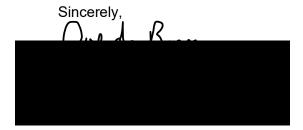
February 27, 2024

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

Mr. Peltier,

Please accept this letter of support for the Nevada Classical Academy Elko (NCAE). Our company's name is Reading Vision, and we will offer our services at no charge to the NCAE. This company was founded by Dr. George Manilla, and he has been helping struggling readers in the Elko area for over 50 years. I am also a founding member of Reading Vision and have been helping students in Northern Nevada for the past 13 years. In particular, those who suffer from Dyslexia. Our company will assess and provide strategies to help students overcome their reading struggles. We will come directly to the school and provide one-on-one tutoring for these students. Our website is www.readingvision.net

Along with providing hands on support to the students of NCAE, we fully support the concept of classical education and the addition of this opportunity as a choice for parents and students in our community.



RUBY VIEW GOLF COURSE

3/12/2024

2100 RUBY VIEW DRIVE

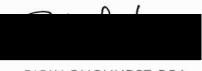
ELKO, NEVADA 89801

Dear Nevada Classical Academy,

I would like to offer my support to the Nevada Classical Academy Charter School. I can offer the services of the Ruby View Golf Course. We have an excellent driving range and offer clinics for golf lessons.

The course is currently home to the Elko High School boys and girls golf teams. We have a Junior golf program that offers lessons and tournament play experience. A yearly clinic is also offered for Junior golfers.

Golf is an excellent game for lifelong enjoyment. We are set up as a family course with USGA backing.



RICK LONGHURST, PGA RUBY VIEW GOLF COURSE 2100 RUBY VIEW DRIVE ELKO, NV 89801 (775) 777-7277 275 3rd Street #705 Elko, NV 89803 775 235 8604 lisa@welltoldcommunications.com



March 27, 2024

Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706

Dear Mr. Peltier,

I own a marketing and communications consulting business in Elko, Nevada. I have expertise in strategic communications planning, branding, graphic design, and content development. I am also a strong supporter of school choice.

I have provided branding, design, and marketing services free of charge to Nevada Classical Academy Elko and will continue to do so in their pursuit of becoming established as a Nevada public charter school.

If you have any questions or need further information, I can be reached at

Thank you for your time



Owner

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

Dear Mr. Peltier:

I am writing this letter of support on behalf of the Nevada Classical Academy Elko (NCAE). I feel that increased school choice in our community would greatly benefit this generation of students who are struggling to be proficient learners in our current public schools.

I was born and raised in Elko and hold a bachelor's degree in business administration from Great Basin College as well as an online Master of Business Administration. I've worked in the Elko mining industry for over twelve years and can say the high achievers are not the best in a single discipline but are great at influencing people and solving dynamic problems. I believe this new charter school is a step towards developing the next generation of influential problem solvers who will continue to help the surrounding area thrive for the foreseeable future.

If the NCAE's charter is approved, I will gladly donate time to read to the students, chaperone field trips, and speak to classes.

If you have any questions or need further information, I can be reached at (775) 340-2139.

Sincerely,



City of Elko 1751 College Avenue Elko, NV 89801 Ph. 775-777-7100 www.elkocity.com

March 21, 2024

Mr. Danny Peltier State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, Nevada 89706

Dear Mr. Peltier,

The Elko City Council strongly supports the efforts of the Nevada Classical Academy Elko (NCAE) to bring another educational institution to our area that will provide a classical education model to our community. We continually seek opportunities to improve our area for all residents. One of those opportunities is the NCAE.

We wholeheartedly support NCAE as a welcome addition to our community's educational choices. With the Hillsdale College's curriculum, they will use a classical-style and virtue centered education pattern that includes teaching children about the United States Constitution.

The City of Elko looks forward to contributing to the education of students by providing exposure to local government through tours of city departments and participation in city council meetings. The city departments available for educational tours include, but not limited to, the Elko Regional Airport, Landfill, Water Reclamation Facility, Police Department, Fire Department and Public Works Departments.

Please accept this letter for NCAE to open a school in our community. It will provide Elko children with an innovative, challenging, and rigorous education and opportunities to grow and lead. We look forward to witnessing the new school match the remarkable success of Elko Institute for Academic Achievement and the Elko County Public Schools. Please vote to approve Nevada Classical Academy Elko (NCAE) and give the families in our community a variety of school choices they have been asking for.

Respectfully,

Reece Keener, Mayor

Clair Morris, Councilman

Mandy Simons, Councilwoman

Chip Stone, Councilman

Giovanni Puccineili, Councilman

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

Dear Mr. Peltier:

I am writing this letter of support on behalf of the Nevada Classical Academy Elko (NCAE). As a mother of two young children and a lifelong local of Elko, Nevada, I feel that increased school choice in our community would greatly benefit this generation of students who are struggling to be proficient learners and critical thinkers in our current public schools.

If the NCAE's charter is approved, I would volunteer to read to students and assist teachers in their classrooms and chaperone field trips. I also hold a doctorate degree in clinical audiology with a bachelor's degree in communication disorders. I work daily with individuals of all ages with hearing loss and would like to contribute to the academy's career days.

I hope our community is granted the opportunity for this new charter school to thrive. I would welcome the opportunity to work with children and assist in setting them up for success and lifelong learning.

If you have any questions or need further information, I can be reached at (801) 310-0582.

Sincerely,

Albany Williams



Elko County Board of Commissioners

540 Court Štreet, Suite 101 • Elko, Nevada 89801 775-738-5398 Phone • 775-753-8535 Fax <u>www.elkocountynv.net</u> Commissioners Delmo Andreozzi Wilde Brough Travis Gerber Jon Karr Rex Steninger

Elko County Manager Amanda Osborne

> Executive Assistant Michele Petty

Administrative Assistant Anna Hight

April 3, 2024

Mr. Danny Peltier Nevada State Public Charter School Authority 1749 North Stewart Street, Suite 40 Carson City, NV 89706-2543

RE: Support for Nevada Classical Academy Elko

Dear Mr. Peltier,

The Board of Elko County Commissioners offers our support for the Nevada Classical Academy Elko. We strongly support charter schools and the importance of school choice in our education system. We believe that every child deserves access to high-quality education that meets their individual needs and prepares them for success.

Charter schools play a vital role in providing families with options beyond traditional public schools. They offer innovative approaches to teaching and learning, tailored curricula, and flexible learning environments that cater to diverse student populations. Charter schools have more autonomy to experiment with different instructional methods, which fosters creativity, innovation, and academic excellence.

Furthermore, charter schools promote healthy competition and accountability in the education sector. By giving parents the ability to choose the school that best fits their child's unique learning style and preferences, charter schools incentivize all schools to strive for excellence and continuously improve their educational offerings.

School choice empowers parents to be active participants in their children's education, ensuring that their voices are heard, and their children's needs are met. It promotes equity by providing educational opportunities to students who may otherwise be limited by various factors.

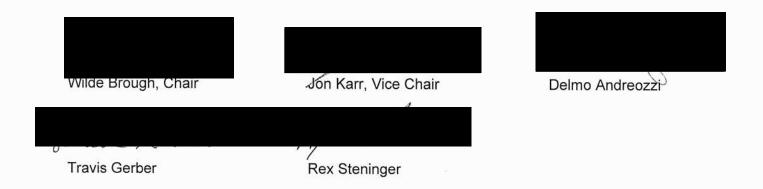
We have witnessed firsthand the positive impact that our only charter school has had on students, families, and the community and would welcome another charter school option for students and parents. Charter schools have proven to be effective vehicles for closing the achievement gap, increasing graduation rates, and preparing students for college and careers.

In addition, Elko County looks forward to collaborating with NCAE to provide exposure to local government processes and operations through tours of county departments and participation in various county meetings. Educational tours may include the Clerk's Office, District and Justice Courts, District Attorney's Office, Fire District, Ambulance Service, Sheriff's Office, Elko County Regional Communications Center, and Community Development Departments.

In conclusion, we encourage the state to approve NCAE's application. We support charter schools and policies that promote school choice. Let us work together to ensure that every child has access to a high-quality education that unlocks their full potential and prepares them for a bright future.

Respectfully,

Board of Elko County Commissioners





Danny Peltier State Public Charter School Authority 1749 N Stewart St. Suite 40 Carson City, NV 89706

Mr. Danny Peltier,

I am writing to express my support of the Nevada Classical Academy and their charter school application. My name is Casey Gallagher, I am a 6th generation Nevadan, business owner, and father. The opportunity for the expansion of educational opportunities for the youth of Northeastern Nevada is very appealing to many parents in our area.

As a father, I welcome the option to have my children potentially receive their education outside of the traditional school system. While I have no doubt that it is possible for students to receive adequate instruction in the traditional structure, it does not seem to be the norm. The conversations I have had with those who are trying to bring this charter school to our community give me hope for our youth. They deserve the opportunity to excel in their academic endeavors and parents deserve the choice to enroll their children in a school that aligns with their morals and beliefs.

I appreciate your consideration of Nevada Classical Academy and their charter application. The Elko area and our youth could greatly benefit from the addition of a learning environment based around the core principals of the proposed charter school.

Sincerely,

Casey Gallagher

GALLAGHER FORD

650 30™ Street Elko, Nevada 89801 Office: 775.738.3147 Fax: 775.753.8230 www.gallagherford.com Danny Peltier State Public Charter School Authority 1749 North Steward Street Suite 40 Carson City, Nevada 89706

Dear Mr. Peltier:

I am writing this letter in support for the Nevada Classical Academy Elko. Having a charter school in Elko would be an asset to the community, families and future of many students going forward.

I grew up in the Elko Area and am fortunate to be in a secondgeneration family business here in Lamoille: Ruby 360 Lodge and Ruby Mountain Helicopter Skiing operating in the Ruby Mountains for 48 years. After receiving a bachelor's degree in communications from Utah State University in 2015, I knew I wanted to continue the family business and moved home to Lamoille. The addition of the Nevada Classical Academy Elko would greatly benefit the local area and revitalize the public education system for the local community.

If approved, Ruby 360 Lodge and Ruby Mountain Helicopter Skiing would be happy to host different events at the lodge venue which may include a field trip to Lamoille, history of Ruby (the oldest family-owned and operated helicopter skiing business in the United States), a talk at the lodge from a local geologist about how the Ruby Mountains and surrounding area formed and education on snow safety and winter mountain travel.

Please let me know if I can help answer any questions moving forward.

Best,

Michael Royer Ruby Mountain Helicopter Skiing 775-397-4298 mike@helicopterskiing.com April 4, 2024

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

Mr. Peltier,

It is our pleasure to write a letter of support for Nevada Classical Academy Elko. *Ruby Mountain Living* is a neighborhood publication with distribution to more than 4000 homes in the Spring Creek area. We feel strongly about improving and increasing the educational opportunities in the Elko/Spring Creek area. Our families need a variety of educational options and methods to fit the diverse range of students and meet their individual needs.

To support NCAE in its work, *Ruby Mountain Living* will continue to include information about the school and goings on in our monthly publication, as well as help spread the word within our circles of influence.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children receive.

Sincerely,

Ruby Mountain Living Team



April 12, 2024

Danny Peltier State Public Charter School Authority 1749 N. Stewart Street, Suite 40 Carson City, NV 89706

Dear Mr. Peltier

I am the Executive Director of the Nevada Arts Council, our state arts agency ensuring the role of the arts will continue to grow and play an ever-increasing part of the cultural development and educational experiences of the residents of the Nevada. This letter is regarding Nevada Classical Academy Elko (NCAE) and their application for authorization under the State Public School Charter Authority.

The Nevada Arts Council understands the importance and significance of a quality education for Nevada's PreK-12 students. We know that arts and creativity strengthen education by promoting cognitive development and readiness to learn at every age, and how they help develop an innovate, globally competitive workforce by adding the key ingredient of creativity to STEAM education, and that's why arts education is one of our 3 focus areas and why we have a program area dedicated to arts learning.

We provide professional development opportunities for artists, teaching artists, school and school district leaders, community leaders, cultural leaders, and other educators. Our Arts Learning Program promotes and supports expanding quality arts education opportunities through the development of knowledge, skills, and appreciation of one or more of the arts disciplines, utilizing the arts as tools to strengthen teaching and learning in non-arts subjects, and the use of the arts as tools to promote social development, health, and healing within our communities.

If the charter is approved for Nevada Classical Academy Elko, they would be eligible to access Nevada Arts Council resources such as professional development opportunities for their teachers and staff, and the ability to utilize our Teaching Artist Roster of diverse individual and organizational visual, dance, literary, folk & traditional, and music teaching artists who provide artists in residencies. NCAE would also be eligible for Nevada Arts Council grant funding to expand and integrate arts curriculum and experiences into their classrooms, enabling their students to receive the educational, cultural, civic, and health benefits of the arts.

If you have any questions or need further

CARSON CITY OFFICE

NEVADA ARTS COUNCIL

BOARD MEMBERS

Jerry Schefcik, Chair

Andv Lott. Treasurer

Jackie Pias Carlin Demetrice Dalton

Lori Gilbert

Javon Johnson Nettie Oliverio

Yale Yeandel

Claire Muñoz, Vice Chair

Joe Lombardo | Governor Tony Manfredi | Executive Director

716 North Carson St. Set. A Carson City, NV 89701

SOUTHERN NEVADA OFFICE 4040 S. Eastern Ave., Ste 210 Las Vegas, NV 89119

nvartscouncil.org

Tony (Anthony) Manfredi

April 17, 2024

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

Mr. Peltier,

It is my pleasure to write a letter of support for Nevada Classical Academy Elko. My name is Lauren Brown, and I am a Research Assistant Professor at the Nevada Positive Behavior Interventions and Supports Technical Assistance Center housed within the Nevada Center for Excellence in Disabilities at the University of Nevada, Reno. Specifically, I am the principal investigator for the Healthy Home Life (HHL) parent education project and co-investigator for Positive Behavior Support of Nevada (PBS-NV). Across both HHL and PBS-NV, we provide parent education workshops throughout the Nevada community (HHL focuses primarily on rural communities). These workshops are hosted both virtually and in-person throughout the state, and we specifically have a trainer located in Elko County who is able to provide in-person services within the Elko community. I feel strongly about ensuring that services are provided in the rural counties of Nevada, and we strive to help improve the quality of life of parents and their children by providing strategies to help parents improve their relationships with their children and utilize preventative, positive strategies that lead to more cooperative, prosocial child behaviors. Our workshops have targeted parents in rural communities and parents of children with disabilities in the Elko/Spring Creek area for the past 15+ years. In the time, parents have reported high levels of satisfaction with the workshops (90%+) and have felt that the workshops help decrease challenging child behaviors, increase appropriate prosocial child behaviors, and have increased their own quality of life and that of their child/family.

To support NCAE in its work, Healthy Home Life and Positive Behavior Support of Nevada will coordinate with NCAE to deliver trainings to school staff as well as parents on evidence-based and research-based Positive Behavior Support strategies that can be used in the classroom/home environments to complement students' academic learning in the classroom and social/emotional learning in school and at home. Training topics can include: how to build more cooperative child behaviors and how to improve parent/child and teacher/student relationships by utilizing strategies to prevent non-cooperation from happening, teaching appropriate, prosocial replacement behaviors, how to reinforce appropriate prosocial behaviors, and how to utilize non-violent discipline when non-cooperation/inappropriate behaviors occur. We are also happy to support teachers in their use of positive behavior supports in their classrooms, and can serve as a resource to both parents and teachers who would benefit from learning ways to utilize PBS in their homes and classrooms.

I strongly support the work of Nevada Classical Academy Elko to establish a new educational institution in the Elko/Spring Creek area and to increase parents' choice in the type of education their children receive.

Sincerely,

Lauren Brown, Ph.D., BCBA-D, LBA (NV)



Nevada Classical Academy Elko Charter Application

ATTACHMENT 4

Discipline Policy

NCAE DISCIPLINE POLICY

LEARNING ENVIRONMENT

NCAE promotes a safe environment that fosters learning and character development

- There is a defined standard of appearance and a regulated campus
- Positive student/parent/teacher relationships are fostered
- Extracurricular activities are encouraged
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments
- The faculty is a unified group of professionals focused on student achievement

STUDY SKILLS

NCAE provides the opportunity for all students to acquire the mastery of study skills, which makes learning possible and encourages self-motivation.

Study skills (time management, research skills, note-taking) are integrated throughout the curriculum. Teachers evaluate the mastery of study skills.

STUDENT ENGAGEMENT PROTOCOLS

The following outlines NCAE's expectations for positive student behavior to cultivate a respectful and virtuous school community:

When greeting another, students should offer a positive greeting, like "hello" or "good morning."

When engaged in conversation, students should be respectful of others' opinions, making eye contact and not interrupting others.

When interjecting into a conversation, students should preface their input with words of courtesy, like "excuse me" or "I disagree (or agree) because...."

When speaking to another, students should use a moderate tone and volume, speaking clearly.

When choosing words, students should use appropriate diction and grammar, not using inappropriate words or profanity

When leaving a conversation, students should excuse themselves.

Students should address adults by their titles, addressing them as Sir, Ma'am, Doctor, Mister and/or Missus. Students should hold the door for one another when entering a building.

When seated, students should keep their own feet and the legs of the chair on the floor.

When students see trash on the floor, they should willingly pick up these items and place them in the garbage can.

Students should willingly and voluntarily aid others when needed.

When in the community and in uniform, students should represent their school with integrity and as a model citizen

Guidelines for Speech; before you speak, THINK:

- **T** Is it True?
- H Is it Helpful?
- I Is it Inspiring?
- N Is it Necessary?
- **K** Is it Kind?

NCAE PHILOSOPHY OF DISCIPLINE

NCAE is committed to optimizing learning for all students. NCAE students are expected to always be wellbehaved, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline and self- government.

Student self-government and a sense of purpose develop from application and accomplishment, from consistent expectations in the School climate and culture, and from the habitual practice of the virtues. The aim of Nevada Classical Academy Elko is to teach students. "Student" derives from the Latin word studere, which means "to give attention to," "to take pains with," "to apply oneself to," "to strive after," "to pursue," "to desire." Students, then, should be diligent in, attached to, and zealous for their studies. Simply put, we expect students to live up to their name. The teachers of Nevada Classical Academy Elko create lessons designed to teach students nothing less than who they are and what the world offers them. Students must in turn take fullest advantage of these lessons and make the best use of this time in life given to preparing their minds for the opportunities and challenges that await them. All policies regarding student conduct and discipline flow from this general principle: **Students must fully engage themselves in the education Nevada Classical Academy Elko offers them.**

In The Schools We Need and Why We Don't Have Them, E.D. Hirsch, Jr. says, "Reduction of truancy and misbehavior is just one advantage that accrues when all students are made ready to learn. More positively, giving young children enabling knowledge is inherently motivational; it liberates their natural eagerness to learn." The original Latin root for what we now called "discipline" alluded to the self-control, order and training needed to facilitate learning and skill acquisition. NCAE rules for behavior and consequences are in accordance with NRS 386.585.

The activity of learning requires students to be attentive and polite. Students are expected to adhere to NCAE's high expectations for behavior and core virtues lest they compromise their own learning and interfere with the learning of others. Minor infractions or disruptions will largely be handled in the classroom in a way suitable to the age of the student. Whenever a student misbehaves repeatedly or flagrantly, the consequences for the infraction will be immediate, relevant, and effectual. Rather than allow misbehavior to fester in the classroom, teachers will send disruptive students to the office.

Students' misbehavior will not be used to "teach" the class a lesson. At no time will a student's disciplinary record be discussed with another student or parent. However, other students or parents may be consulted regarding an incident to discern the truth.

The goals of discipline at NCAE are:

- 1. To maintain a highly effective learning environment where students focus on gaining knowledge with minimal distraction.
- 2. To utilize the need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and life lessons.
- 3. To reinforce NCAE's commitment to treating all students with fairness, respect, and equality.
- 4. Develop self-discipline and self-government.
- 5. Embody the Four Classical Virtues: Temperance, Courage, Justice, Prudence, and the Eight Pillars of Character: Citizenship, Cooperation, Courage, Honesty, Integrity, Perseverance, Respect, and Responsibility.

ADMINISTRATION'S ROLE IN DISCIPLINE

The goal of any meeting between a student and the Administrator is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Pillars of Character. In most instances parents will be notified of the student's visit to the Administrator's office. The primary goal of the choice of consequences by the Administrator is to require the student to take responsibility for their actions.

The included goals of a parent conference with the Administrator are:

- 1. To exchange accurate information about the student.
- 2. To determine how the parent-school partnership can best work together to lead the student to reform his/her behavior.

The Administrator will preserve the integrity of the disciplinary process at NCAE. By modeling the Eight Pillars of Character Development and consistently treating students and their families with respect and professionalism, the Administrator is an extremely valuable and accessible part of a student's character development and education at NCAE. NCAE's goal is to create a safe, respectful, and responsible environment where learning takes place.

TEACHER'S ROLE IN DISCIPLINE

Teachers will have the authority to implement discipline in their classrooms that is consistent with the NCAE discipline goals. Teachers will utilize the Administration to implement discipline whenever appropriate and most especially when disciplinary action by the teacher would take away from maintaining an effective learning environment in the classroom. Disciplinary procedures may also involve the other designated NCAE staff besides those mentioned.

NCAE'S STUDENT GUIDELINES FOR BEHAVIOR

Students will:

- 1. Be polite and attentive.
- 2. Attend school consistently, be on time, and take responsibility for making up any work promptly when absent. Each student will bear the responsibility for his own conduct. Each student will respect the school's atmosphere of learning by attending class and being prepared and punctual.
- 3. Follow directions when they are given with a cheerful spirit of cooperation.
- 4. Follow all reasonable requests made by adults on the premises with a positive attitude, and show respect for self, others, and property. Each student is expected to cooperate with and respect the faculty and staff, including administrators, teachers, secretaries, custodians, security and any other people working in the school. Students are expected to communicate in an acceptable tone of voice using an acceptable choice of words.
- 5. Follow lunchroom, playground, fieldtrip, lab, and individual classroom rules. Each student is expected to follow school rules when participating in school-related events.
- 6. Adhere to the dress code.
- 7. Abide by the "Golden Rule" and the principles of the T.H.I.N.K. poster.
- 8. Not use threats, intimidation, or bullying against any other person
- 9. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- 10. Be dismissed by the teacher, not the bell or the clock.
- 11. Not leave school or the playground without signing out in the main office.
- 12. Not bringing anything to school that could be used to harm another or that is illegal.

13. Refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and always conduct themselves respectfully in accordance with NCAE Student Protocols and the NCAE Honor Code. Inappropriate public displays of affection (PDA) should be avoided and will be corrected. This behavior will result in a parent meeting and possible suspension if inappropriate behavior continues after being warned. The expression of feelings of affection toward others is a personal concern between two individuals and not of others surrounding them. Therefore, good taste and respect for others is the guideline for appropriate behavior.

Students possess the right of privacy as well as freedom from unreasonable search and seizure as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balanced by the school's responsibility to protect the health, safety, and welfare of all its students, and to ensure compliance with school rules. School employees (usually administrators) may conduct searches of property or persons when they have reason to suspect that the health, safety, or welfare of students or staff may be endangered.

The activity of learning requires students to be self-possessed, attentive, and polite. Students are expected to adhere to the Code of Conduct and character pillars as they have agreed to. If a student does misbehave, the consequences for the infraction will be immediate, relevant, and effectual. In evaluating consequences, teachers and Administrators will determine if the act is a "first time," a "repeated" or a "habitual" offense in accordance with NCAE's "Restorative Discipline Plan".

Suspension is defined as either at-home suspension or in-school suspension as deemed appropriate by the principal. Suspensions for chronic infractions will result in multiple day suspensions. (Chronic disregard for school rules or HDP, Habitual Discipline Problem). Suspended students will not be allowed to attend or participate in athletics, or extracurricular activities on the days of suspension. Suspended students will not be on the honor roll for that semester.

Any student who receives three or more disciplinary referrals in one quarter, may not be allowed to attend any field trips or extracurricular activities at the discretion of the administration. Teachers will not use students' misbehaviors to "teach" the class a lesson, nor does a student's behavior affect his or her academic grade. At no time will a student's disciplinary record be discussed with another student or parent or legal guardian. However, other students or parents may be consulted regarding an incident to discern truth through an investigation.

NCAE desires to educate all students who enter our school, expecting nothing less than the best from each one.

WHAT HAPPENS AFTER THREE DISCIPLINE OFFICE REFERRALS?

NCAE cannot and does not tolerate students who disrupt class. NCAE requires all students to be polite, attentive, and to understand and abide by the three "necessities" of the classroom: 1. let teachers teach; 2. let others learn; 3. come to learn. Please make yourselves familiar with NCAE's policies concerning discipline and suspension. A removal / Required Parent Conference (RPC) is not a suspension. Removals and suspensions are excused absences in which the students are still responsible for all schoolwork.

NCAE HONOR CODE (ANTI-BULLYING POLICY)

Nevada Classical Academy Elko was founded to develop students in both mind and character. The School's virtues are the guiding principles used to cultivate and nurture character: honor, respect,

service, excellence and perseverance. Students are expected to conduct themselves honorably in word and deed, to strive to live by the virtues, and to encourage others to do so as well. The Nevada Classical Academy Elko Honor Code is as follows:

Nevada Classical Academy Elko students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility.

Nevada Classical Academy Elko students will not lie, cheat, or steal, and will discourage others from such actions.

Parents are expected to discuss the Honor Code with their student(s) and are required to turn in the Parent Compact and Student Compact signature page at the beginning of each school year. We encourage parents to escalate the depth of discussion regarding this honor code as their student(s) mature(s). Students following the NCAE Honor – Courage, Courtesy, Honesty, Perseverance, Self-government, and Service will be conducting themselves in an appropriate manner and be directly involved in creating an environment of encouragement and edification. Making threats, bullying and cyber-bullying (even after school hours) is prohibited against any student for any reason. Bullying means any written or verbal expression, or physical or electronic act or gesture, or a chronic pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student.

Bullying is prohibited on school property, at school-sanctioned events, when students are being transported to or from school or a school-sanctioned event, and off-campus when it is reasonably foreseeable that the bullying conduct may cause a substantial disruption in the educational mission of the school or interfere with the ability of other NCAE students to learn or be secure. NCAE will focus on promoting the virtuous habits delineated in The NCAE Honor Code in order to guide students in developing right actions and attitudes toward one another. If a student mentions the NCAE school or any of its students, then it is a matter of school business regardless of where or when the incident occurred.

Bullying is usually not:

- A single instance of social rejection
- A single instance of meanness or unkindness
- Unplanned actions of intimidation or hostility
- Shared arguments, conflicts, or flights

Acts of bullying must be reported to an administrator. Pursuant to the guidelines of the State Office of Safe and Respectful Schools, an investigation, notification to parents, and documentation will be completed.

Majors Progressive Discipline Matrix

Infraction Incurred	1st Offense	2nd Offense	3rd Offense	4th Offense	5th Offense
Destruction of PropertyReset in the Office with Reteach, Repair the Damage, Loss of Recess (1 Day)		Parent Call, Repair the Damage, Loss of Recess (3 Days)	Parent Call, Repair the Damage, Loss of Recess (5 Days)	Parent Meeting, Repair the Damage, Structured Recess (2 weeks)	Parent Meeting, Repair the Damage, Behavior Plan, Structured Recess (4 Weeks)
Disrupting Students Ability to LearnReset in Office with Reteach, Loss of Recess (1 Day)		Parent Call, Reset in Office with Reteach, Loss of Recess (3 Days)	Parent Call, Reset in Office with Reteach, Structured Recess (1 week)	Parent Call, Reset in Office with Reteach, Behavior Plan Structured Recess (2 weeks)	Parent Meeting, Behavior Plan, Structured Recess (4 weeks), suspension (ISS or OSS)
Disrupting Teachers Ability to Teach Reset in Office with Reteach		Parent Call, Reset in Office with Reteach, Loss of Recess (3 Days)	Parent Call, Reset in Office with Reteach, Structured Recess (1 week), Restorative Justice Meeting with teacher and counselor	Parent Call, Reset in Office with Reteach, Behavior Plan Structured Recess (2 weeks), Restorative Justice Meeting with teacher and administrator	Parent Meeting, Behavior Plan, Structured Recess (4 weeks), suspension (ISS or OSS)
Fighting	Parent Call, Loss of Recess (3 Days)	Parent Call, Structured Recess (2 Weeks) Possible Suspension, Restorative Justice Meeting	Suspension/Expulsion/Distance Ed as per NRS		
Inappropriate Contact	Reset in the Office with Reteach, Loss of Recess (1 Days)	Reset in the Office with Reteach, Parent Call, Loss of Recess (3 Day)	Reset in the Office with Reteach, Parent Call, Structured Recess (1 week)	Parent Call, Structured Recess (2 weeks)	Parent Meeting, Behavior Plan, Structured Recess (4 weeks)
Inappropriate Language Reset in Office with Reteach		Reset in the Office with Reteach, Loss of Recess (1 Days) Parent Contact	Reset in the Office with Reteach, Parent Call, Loss of Recess (3 Days)	Parent Call, Structured Recess (2 weeks)	Parent Meeting, Behavior Plan, Structured Recess (4 weeks)
Insubordination Reset in Office with Reteach		Parent Call, Reset in Office with Reteach, Loss of Recess (3 Days)	Parent Call, Reset in Office with Reteach, Structured Recess (1 week), Restorative Justice Meeting with teacher and counselor	Parent Call, Reset in Office with Reteach, Behavior Plan Structured Recess (2 weeks), Restorative Justice Meeting with teacher and administrator	Parent Meeting, Behavior Plan, Structured Recess (4 weeks), suspension (ISS or OSS)
Left Class without Permission Reset in Office with Reteach		Parent Call, Reset in Office with Reteach, Loss of Recess (1 Day)	Parent Call, Reset in Office with Reteach, Loss of Recess (3 Days)	Parent Call, Reset in Office with Reteach, Structured Recess (1 weeks)	Parent Call, Behavior Plan, Structured Recess (2 weeks)
Theft	Parent Call, Reset in the Office with Reteach, Repair	Parent Call, Repair the Damage, Loss of Recess (3	Parent Call, Repair the Damage, Loss of Recess (5	Parent Meeting, Repair the Damage, Structured Recess	Parent Meeting, Repair the Damage, Behavior Plan,

	the Damage, Loss of Recess (1 Day)	Days)	Days)	(2 weeks)	Structured Recess (4 Weeks)
Vandalism	Vandalism Repair the Damage, Parent Call, Loss of Recess (1 Day)		Repair the Damage, Parent Call, Structured Recess (2 Weeks) Behavior Plan	Repair the Damage, Parent Call, Structured Recess (4 weeks) Suspension, Restorative Justice Meeting	Repair the Damage, Parent Call, Structured Recess (Minimum of 9 weeks) Suspension, Restorative Justice Meeting
Verbal Confrontation	Reset in Office with Reteach	Parent Call, Reset in the Office with Reteach, Loss of Recess (1 Days)	Reset in the Office with Reteach, Parent Call, Loss of Recess (3 Days)	Parent Call, Structured Recess (2 weeks)	Parent Meeting, Behavior Plan, Structured Recess (4 weeks)
Violence to Other Students	Parent Call, Loss of Recess (5 Days), Possible Suspension	Parent Call, Structured Recess (2 Weeks), Suspension	Parent Meeting, Structured Recess (4 weeks), Behavior Plan, Suspension	Parent Meeting, Structured Recess (Minimum of 9 weeks), Suspension	Parent Meeting, Structured Recess (Minimum of 9 weeks), Consideration for Alternate Placement (if incidents in classroom)
Violence to Staff (subject to change with new legislation)*	Parent Call, Loss of Recess (5 Days), Mandatory Suspension	Parent Call, Loss of Recess (7 Days), Mandatory Suspension	Parent Meeting and Behavior Plan, Structured Recess (4 weeks),Mandatory Suspension	Parent Meeting and Behavior Plan, Structured Recess (6 weeks) Mandatory Suspension	Consideration for Alternate Placement
Habitual Discipline Issues Outside the Classroom		5-8 major infractions outside th	e classroom will lead to the creat	ion of a student behavior plan.	
Habitual Discipline Issues within the Classroom	5-8 ma	jor infractions within the classroo	m will lead to an MTSS behavior	referral for teacher and student s	upport.

Substantiated bullying cases or extreme situations may result in a more progressive disciple outcome.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 5

Annual School Calendar

NCAE 2025-26 School Calendar

		Teacher Training/Workdays
0,		First Day of School
September 1, 2025		
September 12, 2025		Staff Training / Half Day Intervention
September 26, 2025		Staff Training / Half Day Intervention
October 10, 2025		Staff Training / Half Day Intervention
October 13, 2025		Columbus Day
October 24, 2025	-	Staff Training / Half Day Intervention
October 30, 2025	-	End of 1st Quarter
October 31, 2025	-	Nevada Day
November 3, 2025	-	Parent-Teacher Conference
November 4, 2025	-	Parent-Teacher Conference
November 10, 2025	-	Staff Training
November 11, 2025	-	Veterans Day
Nov 27-28, 2025	-	Thanksgiving Holiday
December 5, 2025	-	Staff Training / Half Day Intervention
December 19, 2025	-	Staff Training / Half Day Intervention
Dec 22, 2025- Jan 2, 2026	-	Christmas Break
January 1, 2026	-	New Years Day
January 9, 2026	-	Staff Training / Half Day Intervention
January 23, 2026	-	Staff Training / Half Day Intervention
January 19, 2026	-	Martin Luther King Day
January 23, 2026	-	End of 1st Semester
February 6, 2026	-	Staff Training / Half Day Intervention
February 16, 2026	-	President's Day
February 20, 2026	-	Staff Training / Half Day Intervention
March 6, 2026	-	Staff Training / Half Day Intervention
March 8, 2026	-	Daylight Savings Time
March 25, 2025	-	End of 3rd Quarter
March 26, 2025	-	Parent-Teacher Conference
March 27, 2025	-	Parent-Teacher Conference
April 5, 2026	-	Easter
Mar 30 - April 3, 2026	-	Spring Break
April 17, 2026	-	Staff Training / Half Day Intervention
May 1, 2026		Staff Training / Half Day Intervention
May 15, 2026		Staff Training / Half Day Intervention
		Memorial Day
June 4, 2026		Last Day of School
,		Teacher Workday
,		

Student Instructional Days	167
Staff Professional Development Days	19
Parent / Teacher Conference Days	4
Teacher Workdays	190

Instructional Day
Non School Day
Staff Training / Half Day Intervention
Parent Teacher Conference
Teacher Workday / Training
Hillsdale Training

AUGUST								
SUN	MON	TUE	WED	THU	FRI	SAT		
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31								

SEPTEMBER							
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DECEMBER									
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JUNE						
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28	29	30				



Nevada Classical Academy Elko Charter Application

ATTACHMENT 6

Teacher and Student Schedule for Year One

Nevada Classical Academy Elko Charter Application ATTACHMENT 6 - Teacher and Student Schedule for Year One

	School Day Sta	rt Time So	School Day End Time	
Elementary	8:30 a.m.	3:	3:30 p.m.	
Kindergarten	First Grade	Second Grad	e Third Grade	
8:30 Language and Literacy	8:30 Language and Literacy	8:30 Language an Literacy	d 8:30 Language and Literacy	
9:00 Science	9:20 Math	9:30 Math	9:30 Math	
10:00 Recess	10:10 Language and Literacy	10:20 Language a Literacy	nd 10:30 Science	
10:20 Language & Intervention	10:25 Recess	10:30 Science	11:00 Specials	
11:00 Math	10:40 Intervention (Literacy)	11:00 Recess	11:45 Intervention	
11:45 Lunch	11:45 Recess	11:20 Specials	12:20 Language and Literacy	
12:10 Recess	12:05 Lunch	12:10 Intervention (Literacy)	n 12:45 Lunch	
12:30 Grammar & Writing	12:40 History	12:45 Lunch	1:05 Recess	
1:20 History	1:10 Specials	1:05 Recess	1:20 IEW Language	
1:50 Language and Literacy	2:00 Science	1:35 Language an Literacy	d 2:30 Recess	
2:10 Specials	2:30 Math Practice	1:50 Math Practic	e 2:45 History	
2:55 Recess	2:55 Recess	2:05 Language an Literacy	d 3:15 Math Practice	
3:20 Math Practice	3:05 Language and Literacy	3:00 History	3:25 Daily Review	
3:30 End of Day	3:30 End of Day	3:30 End of Day	3:30 End of Day	
ELA: 140 minutes Math: 65 minutes Science: 30 minutes History: 30 minutes	ELA: 140 minutes Math: 75 minutes Science: 40 minutes History: 30 minutes	ELA: 135 minutes Math: 65 minutes Science: 30 minut History: 50 minut	Math: 95 minutes es Science: 30 minutes	



ATTACHMENT 7

MOU or Agreement for Dual Credit Partnership



ATTACHMENT 8

NDE Approvals for Distance Education



ATTACHMENT 9

Board Membership Roster

1. ATTACHMENT 9: BOARD MEMBER ROSTER TEMPLATE

Proposed Board Member Name	Proposed Position on Board, if applicable (ex. Chair, Vice Chair, Treasurer, etc.)	Occupation and Current Employer	Membership Category Pursuant to NRS 388A.320(1) (select one for each member)			Committee Assignment(s), if	
			(a) Teacher or licensed personnel	(b) teacher, licensed personnel, or administrator	(c) Parent or guardian	(d) Knowledge and expertise in Accounting, Finance, Law or Human Resources	applicable
Joe de Braga	Chair	Business Owner 7th Canyon Ranch		ХХ			Governance Finance
Kim Paris	Vice Chair	Teacher (retired)	хх				Governance Community Relations
Henry (Hank) Thurston	Treasurer	Consultant Thurston Laboratories				хх	Finance Facilities
Dorothy Steninger	Secretary	Office Manager Nevada Lands Council				хх	Facilities Finance
Lisa Becker	Board Member	Consultant Elle Bee LLC			хх	хх	Community Relations Governance
Julie Woodbury	Board Member	Program Manager Heart and Hope	хх				Community Relations Governance



ATTACHMENT 10

By-Laws, Code of Ethics, and Conflict of Interest Policy



NEVADA CLASSICAL ACADEMY ELKO

OF

BY-LAWS

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C		Section 11.	Ratification and Approval Telephonic Meetings	
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7		Section 2.	= =	
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ARTICLE I PRINCIPAL OFFICE

SECTION 1. LOCATION. The principal office of this corporation shall be at 215 Bluffs Avenue, Suite 300, Elko, Nevada.

SECTION 2. OTHER OFFICES. This corporation may also have offices and places of business at such other places within and without the State of Nevada as the Board of Directors may from time to time designate.

SECTION 3. CHANGE. The Board of Directors of this Corporation shall have the power to change the location within this State of the corporation's principal office or to change its registered agent in the manner provided in Chapters 78 or 89 of the Nevada Revised Statutes, as amended, supplemented or replaced from time to time.

ARTICLE II MEMBERS

SECTION 1. CLASSES OF MEMBERS. The corporation will have one class of members, members will be the Board of Directors.

SECTION 2. ELECTION OF MEMBERS. Initial Members will be the initial Board of Directors. Members will be elected by the board of directors. An affirmative vote of two-thirds of the directors is required for election.

SECTION 3. VOTING RIGHTS. Each member is entitled to one vote on each matter submitted to a vote of the members.

SECTION 4. TERMINATION OF MEMBERSHIP. The board of directors, by affirmative vote of two-thirds of all of the members of the board, may suspend or expel a member for cause after an appropriate hearing, and may, by a majority vote of those present at any regularly constituted meeting, terminate the membership of any member who becomes ineligible for membership, or suspend or expel any member who is in default in the payment of dues for the period fixed in Article Eleven of these bylaws.

SECTION 5. RESIGNATION. Any member may resign by filing a written resignation with the secretary.

SECTION 6. TRANSFER OF MEMBERSHIP. Membership in this corporation is transferable or assignable only by consent of the Membership.

<u>ARTICLE THREE</u> MEETINGS OF MEMBERS

SECTION 1. ANNUAL MEETING. An annual meeting of the members will be held on the 15th day of the month of September in each year, at 10:00 A.M., for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting is a legal holiday, the meeting will be held on the next succeeding business day. If the election of directors is not held on the day designated for any annual meeting, or at any adjournment, the board of directors will cause the election to be held at a special meeting of the members as soon thereafter as convenient.

SECTION 2. SPECIAL MEETINGS. Special meetings of the members may be called by the president, by a majority of the board of directors, or by a majority of the members having voting rights.

SECTION 3. PLACE OF MEETING. The board of directors may designate any place, either within or without the State of Nevada as the place of meeting for any annual meeting or for any special meeting called by the board of directors. If no designation is made, or if a special meeting is otherwise called, the place of meeting will be the registered office of the corporation; but if all of the members meet at any time and place, either within or without the State of Nevada, and consent to the holding of a meeting, then any corporate action may be taken at such meeting.

SECTION 4. NOTICE OF MEETINGS. Written notice stating the place, day and hour of any meeting of members will be delivered, either personally or by mail, to each member entitled to vote at such meeting, not less than seven (7) nor more than fifteen (15) business days before the date of the meeting, by or at the direction of the president, or the secretary, or the officers or persons calling the meeting. In case of a special meeting, or when required by statute or by these bylaws, the purpose or purposes for which the meeting is called will be stated in the notice. If mailed, the notice of meeting will be deemed to be delivered when deposited in the United States mail addressed to the member at his or her address as it appears on the records of the corporation, with postage prepaid.

SECTION 5. INFORMAL ACTION BY MEMBERS. Any action required by law to be taken at a meeting of the members, or any action which may be taken at a meeting of the members, may be taken without a meeting if a consent in writing, setting forth the action so taken, is signed by all of the members entitled to vote with respect to the subject matter of the action. SECTION 6. QUORUM. The members holding a majority of the votes which may be cast at any meeting will constitute a quorum at such meeting. If a quorum is not present at any meeting of members, a majority of the members present may adjourn the meeting without further notice.

SECTION 7. PROXIES. At any meeting of members, a member entitled to vote may vote by proxy executed in writing by the member or by his or her duly authorized attorney-in-fact. No proxy will be valid after six (6) months from the date of its execution, unless otherwise provided in the proxy.

SECTION 8. MANNER OF ACTING. A majority of the votes entitled to be cast on a matter to be voted upon by the members present or represented by proxy at a meeting at which a quorum is present will be necessary for the adoption of the matter unless a greater proportion is required by law or by these bylaws.

SECTION 9. VOTING BY MAIL. Where directors or officers are to elected by members or any class or classes of members, such election may be conducted by mail in such manner as the board of directors determines.

SECTION 10. CONSENT OF MEMBERS IN LIEU OF MEETING.

A. Any action required or permitted to be taken at a meeting of the members may be taken without a meeting if a written consent thereto is signed by members holding at least a majority of the voting power, except that if a different proportion of voting power is required for such an action at a meeting, then that proportion of written consents is required.

B. In no instance where action is authorized by written consent need a meeting of members be called or notice given. The written consent must be filed with the minutes of the proceedings of the members.

SECTION 11. ACTIONS AT MEETINGS NOT REGULARLY CALLED; RATIFICATION AND APPROVAL. Whenever all members entitled to vote at any meeting consent, either by:

A writing on the records of the meeting or filed with the Secretary;

or,

А.

B. Presence at such meeting and oral consent entered on the minutes;

- or,
- C. Taking part in the deliberations at such meeting without objection;

the actions taken at such meeting shall be as valid as if had at a meeting regularly called, noticed and conducted.

At such meeting any business may be transacted which is not excepted from the written consent or the consideration of which no objection for want of notice is made at the time.

If any meeting be irregular for want of notice or of such consent, provided a quorum was present at such meeting, the proceedings at the meeting may be ratified, consented to and approved and rendered valid and the irregularity or defect therein waived by a writing signed by all members having the right to vote at such meeting.

Such consent or approval of members may be by proxy or attorney, but all such proxies and powers of attorney must be in writing.

SECTION 12. TELEPHONE OR SIMILAR MEETINGS. Unless otherwise restricted by the Articles of Incorporation or By-Laws, members may participate in a meeting of members by means of a telephone conference or similar method of communication by which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

ARTICLE FOUR BOARD OF DIRECTORS

SECTION 1. NUMBER, QUALIFICATION AND ELECTION. The Board of Directors, shall consist of such number of directors as the members or the board of directors, by unanimous vote, determine from time to time. The initial number of directors shall be five (5). Such directors shall be elected at the annual meeting of the members by a plurality of votes cast; or, without meeting by the written consent of members holding at least a majority of the voting power. If for any reason such directors shall not be elected at the annual meeting of the members, or by consent, they may be elected at any special meeting of the members which is called and held for that purpose. If the directors shall not be elected on the day designated for the purpose, the corporation shall not for that reason be dissolved, but every director shall continue to hold office and discharge the director's duties until his successor has been elected. Such director shall hold office for one (1) year and thereafter until their respective successors shall be elected and shall qualify.

All directors shall be of full age and must be a citizen of the United States. A director need not be a member of this corporation.

SECTION 2. INCREASE OR DECREASE IN NUMBER OF DIRECTORS. The number of directors of this corporation may, from time to time, be increased or decreased by the members or the board of directors, by 2/3 vote, provided, however, that the number of directors shall not be reduced to less than five (5).

SECTION 3. VACANCIES, RESIGNATIONS AND REMOVALS. If the office of any director shall become vacant between annual meetings by reason of death, resignation, disgualification, removal, increase in the number of directors, or other cause, the remaining directors may, by a majority vote, though less than a quorum, elect a director to fill such vacancy and any director so elected shall hold office until the next annual meeting of the members, and until his successor shall have been duly elected by the members. Any director may resign at any time. If a director shall give notice of his resignation to the Board, effective at a future date, the Board may fill the vacancy or vacancies to take effect when the resignation or resignations become effective. Any director may be removed from office by the vote or written consent of members holding not less than two-thirds of the voting power of the issued and outstanding stock entitled to voting power, provided, that if the Articles of Incorporation, or an amendment thereof, provide for the election of directors by cumulative voting, no director may be removed from office under the provisions of this section, except upon the vote of members owning sufficient shares to have prevented his election to office in the first instance.

SECTION 4. REGULAR MEETINGS. Unless waived, a regular meeting of the Board of Directors shall be held immediately following the annual meeting of the members, and at such other regular times as shall be determined in advance by resolution of the Board of Directors. No notice of regular meetings of the Board of Directors need be given.

SECTION 5. SPECIAL MEETINGS. Special meetings of the Board of Directors may be called at any time by the President or Secretary or by a majority of the members of the Board of Directors. Notice of any special meeting of the Board of Directors shall be given at least two (2) days prior thereto to each director, either personally, or by telephone, or by mail or by telegram addressed to the last known post office address of such director. The time of the notice of a written notice shall start on the date it is delivered, mailed or submitted to the telegraph office for dispatch.

SECTION 6. WAIVER OF NOTICE AND MEETING. Whenever any notice whatever is required to be given a director, a waiver thereof in writing signed by such director, whether before or after the time stated therein, shall be deemed equivalent thereto. Any meeting may be waived by the written consent of all directors.

SECTION 7. PLACE OF MEETINGS. All regular and special meetings of the Board of Directors shall be held at the principal office of this corporation, or at such other place or places within or without the State of Nevada, as said Board may designate.

SECTION 8. QUORUM. A majority of the Board of Directors of this corporation, at a meeting duly assembled, shall be necessary to constitute a quorum

for the transaction of business and the act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

SECTION 9. CONSENT IN LIEU OF MEETING. Unless otherwise restricted by the Articles of Incorporation any action required or permitted to be taken at a meeting of the Board of Directors or of a committee thereof may be taken without a meeting if, before or after the action, a written consent thereto is signed by all of the members of the Board or of the committee. The written consent must be filed with the minutes of proceedings of the Board or committee.

SECTION 10. ACTIONS AT MEETINGS NOT REGULARLY CALLED: RATIFICATION AND APPROVAL. Whenever all directors entitled to vote at any meeting consent, either by:

A writing on the records of the meeting or filed with the Secretary; А. or,

В. Presence at such meeting and oral consent entered on the minutes;

or,

C. Taking part in the deliberations at such meeting without objection;

the actions taken at such meeting shall be as valid as if had at a meeting regularly called and noticed.

At such meeting any business may be transacted which is not excepted from the written consent or the consideration of which no objection for want of notice is made at the time.

If any meeting be irregular for want of notice or of such consent, provided a quorum was present at such meeting, the proceedings at the meeting may be ratified and approved and rendered likewise valid and the irregularity or defect therein waived by a writing signed by all parties having the right to vote at such meeting.

SECTION 11. TELEPHONIC MEETINGS. Unless otherwise restricted by the Articles of Incorporation, members of the Board of Directors, or any committee designated by such Board, may participate in a meeting of the board or committee by means of a telephone conference or a similar method of communications, by which all persons participating in the meeting can hear each other. Participation in a meeting pursuant to this section constitutes presence in person at the meeting.

SECTION 12. VOTING. Each director shall have one (1) vote.

SECTION 13. COMPENSATION. Directors shall not receive compensation for their services as directors without the approval of members holding at least a majority of the voting power, but by resolution of the Board of Directors a fixed fee and expenses of attendance may be allowed for attendance at each meeting or an hourly rate of compensation may be agreed upon. Nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity as an officer, agent, or otherwise, and receiving compensation therefor.

SECTION 14. MANAGEMENT OF CORPORATION. The Board of Directors is granted the power and authority to manage the offices, property, and business of the corporation.

ARTICLE FIVE OFFICERS

SECTION 1. ELECTION AND APPOINTMENT. The Board of Directors, at its first meeting after the annual meeting of members, or by consent of all directors in writing in lieu of meeting, must elect a President, a Secretary and a Treasurer, to hold office for one year next coming, and until their successors are chosen and qualify. A person may hold one or more offices.

Any vacancy in any of said offices may be filled by the Board of Directors, and any officer so chosen shall hold office until his successor shall be duly chosen and shall qualify.

The Board of Directors may from time to time, by resolution, appoint Vice Presidents and Assistant Secretaries, Assistant Treasurers and such other officers and agents of the corporation as it may deem necessary, prescribe their duties, and fix their compensation, and all such appointed officers shall be subject to removal at any time by the Board of Directors. All officers and agents of the corporation must be chosen in such manner, hold their office for such terms and have such power and duties as may be prescribed by these By-Laws or determined by the Board of Directors.

SECTION 2. SUSPENSION AND REMOVAL. Any officer of the corporation appointed by the Board of Directors may be removed or suspended by a majority vote of the Board of Directors at any time, with or without cause. Any agent or employee appointed or employed by the President may be removed or discharged or suspended by him at any time, with or without cause.

SECTION 3. POWERS AND DUTIES OF OFFICERS. The duties and powers of the officers of the corporation shall be as follows and as shall hereafter be set by the Board of Directors:

A. PRESIDENT. The President shall: preside at members' meetings and at all meetings of the Board of Directors; cause to be called regular and special meetings of the members and directors in accordance with these By-Laws; subject to the approval of the Board of Directors, appoint and remove, employ and discharge, and fix the compensation of all agents and employees of this corporation other than officers appointed by the Board; make and sign all contracts and agreements in the name of this corporation, which are authorized by the Board of Directors; cause all books, reports, statements and certificates to be properly kept, made, and filed as required by law. The President is authorized to sign or countersign all certificates of stock, notes, checks, drafts or bills of exchange, acceptances, and other instruments for the payment of money by the corporation. In general, the President shall perform all the duties incident to the office. The President shall be the executive officer of the corporation and shall have the supervision and, subject to the control of the Board of Directors, the direction of the corporation's affairs, with full power to execute all resolutions and orders of the Board of Directors not especially entrusted to some other officer of the corporation. The President shall perform such other duties as shall be prescribed by the Board of Directors.

B. VICE PRESIDENT. The Vice President of this corporation shall: generally assist the President and shall perform such duties as may be assigned to the Vice President by the Board of Directors. In the event of the death, resignation, incapacity, absence or inability of the President, the Vice President shall assume and discharge protempore the powers and duties of the President of this corporation.

C. SECRETARY. The Secretary shall: be ex officio secretary of the Board of Directors; keep the minutes of all meetings of the Board of Directors and members; have charge of the corporate books and records; keep in safe custody the seal of this corporation, and when authorized by the Board of Directors shall affix the seal to any instrument requiring the same. The Secretary is authorized to sign certificates of stock, with the President or the Vice President. The Secretary shall: keep accounts of stock registered and transferred in the manner required by law; and give and serve all notices to the members and directors, (except that notice for special meetings of directors called at the request of directors as provided in Section 5 of Article III of these By-Laws, may be issued by such directors). In general, the Secretary shall perform all the duties incident to the office.

D. TREASURER. The Treasurer shall have the custody of all the funds and securities of the corporation. When necessary or proper the Treasurer shall: endorse on behalf of the company for collection checks, notes, and other obligations; deposit all moneys to the credit of the corporation in such bank or banks or other depository as the Board of Directors may designate; sign all receipts and vouchers; with such other officers as shall be designated by the Board of Directors; sign all checks made by the corporation, and shall pay out and dispose of the same under the direction of the Board of Directors; sign with the President all bills of exchange and promissory notes of the company; have the care and custody of the stocks, bonds, certificates, vouchers, evidences of debts, securities, and such other property belonging to the corporation as the Board of Directors shall designate; sign all papers required by law or by these bylaws, or the Board of Directors, to be signed by the Treasurer. Whenever required by the Board of Directors, the Treasurer shall render a statement of the corporation's cash account; enter regularly in the books of the corporation to be kept by the Treasurer for the purpose, full and accurate accounts of all moneys received and paid to the Treasurer on account of the corporation. The Treasurer shall at all reasonable times exhibit the books of account to any directors of the corporation during business hours, and shall perform all acts incident to the office of Treasurer, subject to the control of the Board of Directors.

SECTION 4. RETURNS, REPORTS AND STATEMENTS. It shall be the duty of each officer of this corporation to make and file any and all returns, reports, lists, or statements required by law to be made and filed by him, and to make full report to the Board of Directors and Members respecting the affairs of the corporation in his charge whenever he may be reasonably requested to do so.

SECTION 5. COMPENSATION. The salaries of all officers shall be fixed by the Board of Directors, and the fact that any officer is a director shall not preclude him from receiving a salary or from voting upon the resolution providing the same.

SECTION 6. VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the board of directors for the unexpired portion of the term.

ARTICLE SIX COMMITTEES

SECTION 1. COMMITTEES OF DIRECTORS. The board of directors, by resolution adopted by a majority of the directors in office, may designate and appoint one or more committees, each of which shall consist of two or more directors, which committees, to the extent provided in said resolution, shall exercise the authority of the board of directors in the management of the corporation, except that no such committee shall have the authority of the board of directors in reference to amending, altering or repealing the bylaws; electing, appointing or removing any member of any such committee or any director or officer of the corporation; amending the articles of incorporation; restating articles of incorporation; adopting a plan of merger or adopting a plan of consolidation with another corporation; authorizing the sale, lease, exchange or mortgage of all or substantially all the property and assets of the corporation; authorizing the voluntary dissolution of the corporation or revoking such proceedings; adopting a plan for the distribution of the assets of the corporation; or amending, altering or repealing any resolution of the board of directors which by its terms provides that it shall not be amended, altered or repealed by the committee. The designation and appointment of any such committee and the delegation of authority to it shall not operate to relieve the board of directors, or any individual director, of any responsibility imposed upon the board or a director by law.

SECTION 2. OTHER COMMITTEES. Other committees may be appointed in such manner as designated by the board of directors by resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be members of the corporation, and the president of the corporation shall appoint the members of the committee. Any members may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the corporation shall be served by such removal.

SECTION 3. TERM OF OFFICE. Each member of a committee shall continue as such until the next annual meeting of the members of the corporation and until the member's successor is appointed, unless the committee is sooner terminated, or unless such member is removed from such committee, or unless such member ceases to qualify as a member of the committee.

SECTION 4. VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

SECTION 5. QUORUM. Unless otherwise provided in the resolution of the board of directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

SECTION 6. RULES. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the board of directors and in the absence thereof shall be governed by the latest edition of Roberts Rules of Order.

<u>ARTICLE SEVEN</u> CONTRACTS, CHECKS, DEPOSITS, FUNDS AND LOANS

SECTION 1. CONTRACTS, ETC. The Board of Directors may authorize any officer or officers, agent or agents, employee or employees to enter into any contract or other instrument on behalf of this corporation, and such authority may be general or confined to specific instances. Except as herein provided or as authorized by the Board of Directors, no officer, agent or employee other than the President, Vice-President, Secretary or Treasurer, shall have any power or authority to bind this corporation by any contract or engagement, or to pledge its credit or to render it liable for any purpose or for any amount.

SECTION 2. CHECKS, DRAFTS, AND SIMILAR INSTRUMENTS. All checks and drafts or funds of this corporation shall be deposited from time to time to the credit of this corporation in such banks, or trust companies, or to other depositories, as the Board of Directors may from time to time designate. All checks shall be drawn out of the regular checkbooks of this corporation and the purpose and amount for which such check(s)is/are drawn shall be specified. All checks, drafts, or orders for payment of money, notes or other evidences of indebtedness issued in the name of the corporation shall be signed by such officers or agents of the corporation and in such manner as shall be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the president or a vice-president of the corporation.

SECTION 3. LOANS TO CORPORATE OFFICIALS. No loan or advance of money shall be made by the corporation to any member, director or officer herein, unless authorized by the Board of Directors.

<u>ARTICLE EIGHT</u> <u>CERTIFICATES OF MEMBERSHIP</u>

Certificates of Membership shall not be issued.

<u>ARTICLE NINE</u> BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its members, board of directors and committees having any of the authority of the board of directors, and shall keep at its registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the corporation may be inspected by any member, or his or her agent or attorney, for any proper purpose at any reasonable time.

ARTICLE TEN FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of January and end on the last day of December in each calendar year.

ARTICLE ELEVEN WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Nevada Revised Statutes governing nonprofit corporations or under the provisions of the articles of incorporation or the bylaws of the corporation, a waiver of notice signed in writing by the person or persons entitled to such notice, whether before or after the time stated in the waiver, shall be deemed equivalent to the giving of such notice.

<u>ARTICLE TWELVE</u> <u>AMENDMENTS TO BYLAWS</u>

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a majority of the directors present at any regular meeting or at any special meeting.

<u>ARTICLE THIRTEEN</u> <u>INDEMNIFICATION OF OFFICERS,</u> <u>DIRECTORS, EMPLOYEES AND AGENTS</u>

SECTION 1. INDEMNIFICATION IN ACTIONS BY THIRD PARTIES. Pursuant to Nevada Revised Statute 82.541 the corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative, except an action by or in the right of the corporation, by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses, including attorneys' fees, judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with the action, suit or proceeding if he acted in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and, with respect to any criminal action or proceeding had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order,

settlement, conviction, or upon a plea of nolo contendere or its equivalent, does not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and that, with respect to any criminal action or proceeding he had no reasonable cause to believe that his conduct was unlawful.

SECTION 2. INDEMNIFICATION IN ACTIONS BY OR ON BEHALF OF THE CORPORATION. The corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the corporation to procure a judgment in its favor by reason of the fact that he is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against expenses, including amounts paid in settlement and attorneys' fees actually and reasonably incurred by him in connection with the defense or settlement of the action or suit if he acted in good faith and in a manner which he reasonably believed to be in or not opposed to the best interest of the corporation, indemnification may not be made for any claim, issue or matter as to which such person has been adjudged by a court of competent jurisdiction, after exhaustion of all appeals therefrom, to be liable to the corporation or for amounts paid in settlement to the corporation, unless and only to the extent that the court in which the action or suit was brought or other court of competent jurisdiction determines upon application that in view of all the circumstances of the case, the person is fairly and reasonably entitled to indemnity for such expenses as the court deems proper.

SECTION 3. DEFENSE EXPENSES. To the extent that a director, officer, employee or agent of a corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in subsection A and B, or in defense of any claim, issue or matter therein, he must be indemnified by the corporation against expenses, including attorneys' fees, actually and reasonably incurred by him in connection with the defense.

SECTION 4. DETERMINATION BY CORPORATION. Any indemnification under subsections A and B, unless ordered by a court or advanced pursuant to subsection 5 must be made by the corporation only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances. The determination must be made:

A. By the members;

B. By the board of directors by majority vote of a quorum consisting of directors who were not parties to the act, suit or proceeding;

C. If a majority vote of a quorum consisting of directors who were not parties to the act, suit or proceeding so orders, by independent legal counsel in a written opinion; or

D. If a quorum consisting of directors who were not parties to the act, suit or proceeding cannot be obtained, by independent legal counsel in a written opinion.

SECTION 5. ADVANCE OF DEFENSE EXPENSES. Expenses of officers and directors incurred in defending a civil or criminal action, suit or proceeding must be paid by the corporation as they are incurred and in advance of the final disposition of the action, suit or proceeding upon receipt of an undertaking by or on behalf of the director or officer to repay the amount if it is ultimately determined by a court of competent jurisdiction that he is not entitled to be indemnified by the corporation. The provisions of this subsection do not affect any rights to advancement of expenses to which corporate personnel, other than directors or officers, may be entitled under any contract or otherwise by law.

SECTION 6. DOES NOT PRECLUDE OTHER RIGHTS. The indemnification and advancement of expenses authorized in or ordered by a court pursuant to this section:

A. Does not exclude any other rights to which a person seeking indemnification or advancement of expenses may be entitled under the certificate or articles of incorporation or any bylaw, agreement, vote of members or disinterested directors or otherwise, for either an action in his official capacity or an action in another capacity while holding his office, except that indemnification, unless ordered by a court pursuant to subsection 8 or for the advancement of expenses made pursuant to subsection E, may not be made to or on behalf of any director or officer if a final adjudication establishes that his acts or omissions involved intentional misconduct, fraud or a knowing violation of the law and was material to the cause of action.

B. A person who has ceased to be a director, officer, employee, or agent and shall inure to the benefit of the heirs, executors and administrators of such person.

C. Continues for a person who has ceased to be a director, officer, employee, or agent and inures to the benefit of the heirs, executors and administrators of such person.

ARTICLE FOURTEEN LIABILITY INSURANCE AND FINANCIAL ARRANGEMENT

SECTION 1. PURCHASE OF LIABILITY INSURANCE. The corporation may purchase and maintain insurance or make other financial arrangements on behalf of any person who is or was a director, officer, employee or agent of the corporation, or is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise for any liability asserted against him and liability and expenses incurred by him in his capacity as a director, officer, employee or agent, or arising out of his status as such, whether or not the corporation has the authority to indemnify him against such liability and expenses.

SECTION 2. OTHER FINANCIAL ARRANGEMENTS. The other financial arrangements made by the corporation pursuant to subsection 1 may include the following:

- A. The creation of a trust fund.
- B. The establishment of a program of self-insurance.

C. The securing of its obligation of indemnification by granting a security interest or other lien on any assets of the corporation.

D. The establishment of a letter of credit, guaranty or surety.

No financial arrangement made pursuant to this subsection may provide protection for a person adjudged by a court of competent jurisdiction, after exhaustion of all appeals therefrom, to be liable for intentional misconduct, fraud or a knowing violation of law, except with respect to the advancement of expenses or indemnification ordered by a court.

SECTION 3. PROVISION OF INSURANCE OR OTHER FINANCIAL ARRANGEMENTS. Any insurance or other financial arrangement made on behalf of a person pursuant to this section may be provided by the corporation or any other person approved by the board of directors, even if all or part of the other person's stock or other securities is owned by the corporation.

SECTION 4. DISCRETION OF BOARD OF DIRECTORS. In the absence of fraud the decision of the board of directors as to the propriety of the terms and conditions of any insurance or other financial arrangement made pursuant to this section and the choice of the person to provide the insurance or other financial arrangement is conclusive; and the insurance or other financial arrangement is not void or voidable; and does not subject any director approving it to personal liability for his action, even if a director approving the insurance or other financial arrangement is a beneficiary of the insurance or other financial arrangement.

<u>ARTICLE FIFTEEN</u> ELIMINATING PERSONAL LIABILITY

A director or officer of the corporation shall not be personally liable to the corporation or its members for damages for breach of fiduciary duty as a director or officer, except for: Acts or omissions which involve intentional misconduct, fraud or a knowing violation of law.

ARTICLE SIXTEEN DISSOLUTION OF CORPORATION

In the event of complete dissolution of the Corporation, any funds left in the non-profit corporation shall be distributed to a 501(c)(3) which is formed for educational purposes.

The undersigned, being the directors of **NEVADA CLASSICAL ACADEMY ELKO**, a Nevada corporation, do hereby consent to the foregoing By-Laws and adopt the same as the By-Laws of said corporation, effective the _____ day of ______, 2024

DIRECTORS:

SECRETARY'S CERTIFICATE OF ADOPTION OF BY-LAWS

KNOW ALL MEN BY THESE PRESENTS: I, the undersigned, the duly elected and acting Secretary of **NEVADA CLASSICAL ACADEMY ELKO**, a Nevada corporation, do hereby certify:

That the within and foregoing By-Laws were adopted as the By-Laws of said corporation by the Board of Directors of this corporation effective as of the____ day of ______, 2024.

SECRETARY

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NCAE CODE OF ETHICS POLICY



1. **POLICY STATEMENT**:

This school policy is intended to give clarification from the school's Governing Body on those things that include, but are not limited to the school governance and staffing. The Governing Body uses school policy to clarify regulatory items or provide position the intended functions of the school. More detailed descriptions of items regarding governance and staffing may be found in Nevada Classical Academy Elko's procedures, process, or school practices and plans.

2. POLICY CONTENT

The purpose of this code of ethics is to outline the strategic values, of the organization while giving members of the organization standards to uphold.

- A. Our mission is to cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.
- B. Our vision is to develop the academic potential and personal character of students and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school which provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.
- C. Our core virtues are courage, courtesy, honesty, perseverance, self-government, and service.
- D. We will uphold and abide by all laws, regulations, and rules pertaining to charter schools issued by the Nevada State Board of Education, the State Public Charter School Authority, the courts, and any other relevant authority.
- E. We will effectuate desired changes only through lawful and ethical processes.
- F. We will make decisions grounded in the educational welfare and wellbeing of the children served by the school without consideration to race, religion, color, sex, income level, or any other classification protected by law.
- G. We will conduct ourselves in a manner that reflects positively on the school and its reputation.
- H. Information related to revenues and expenditures, the audit, and existing contracts are regularly reviewed in order to assure compliance with this policy.
- I. This policy shall be reviewed annually by the NCAE Governing Board.

Adopted by the Nevada Classical Academy Elko Governing Board

as of the _____, 2024.

Signed on behalf of the Governing Board:

By:_

Chairman, Governing Board

CONFLICT OF INTEREST POLICY

1. POLICY STATEMENT:

To determine what a conflicts of interest may occur in the course and scope of the Nevada Classical Academy Elko Board of Directors, employees, and their respective firms or businesses. This may occur when the Board of Directors, employees and/or their firms or businesses have a direct or indirect financial interest in the operations or services of the Business or in businesses contracting with the Business. Individuals with a Conflict of Interest are precluded from establishing policy, approving items or providing direct services where they or their enterprises have a financial interest in the same.

2. POLICY CONTENT

- A. Members of the Board of Directors shall have no direct or indirect financial interest in the assets, leases or other business ventures of the Business unless the interest is fully disclosed to and approved by the Board of Directors.
- B. Any Director, who, individually or as part of a business or professional firm, is involved in the business transactions with or current professional services for the Business shall disclose this relationship and shall not participate in any vote taken in respect to such transaction or services.
- C. Information related to revenues and expenditures, the audit, and existing contracts are regularly reviewed in order to assure compliance with this policy.
- D. A Director may not be employed by the Business. Also, a related individual of a Director may not be employed by the Business. For the purposes of this policy, related individual includes the spouse or partner of the Director; or the child, step child, grandchild, step parent, grand parent or parent of the Director.
- E. If a Director has a related individual that is involved in a business transaction or a direct financial interest with the Business, directly or indirectly, the Director shall disclose the relationship and shall not take part in any vote taken in respect to such transaction or services.
- F. This policy shall be reviewed annually by the Board of Directors.

Adopted by the Nevada Classical Academy Elko Board of Directors as of the

____ day of _____, 2024.

Signed on behalf of the Board of Directors:

By:_____ Chairman, Board of Directors



Charter School Board Member Information and Disclosure

To be completed individually by each charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

The SPCSA requests that each board member responds individually to this questionnaire and disclosure annually. New board members must also complete this questionnaire and disclosure within 10 days of appointment. Where narrative responses are required, brief responses are sufficient.

Background

1.	Name of charter schoolNevada Classical Academy Elko
2.	Full name
	Home Address
	Business Name and Address
	Phone Number E-mail address
Di	sclosures
1.	Indicate whether you or your spouse know the other board members for the school. If so, please indicate the precise nature of your relationship, including business relationships. I/we do not know any such trustees. Yes
2.	Indicate whether you or your spouse know any person who is or who you anticipate will apply to be a school employee. If so, indicate the precise nature of your relationship. I/we do not know any such employees. Yes
3.	Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is or will be transacting with the school.
4.	Indicate if you or your spouse anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I/we do not anticipate conducting any such business. Yes



5. If the school contracts with or intends to contract with an education management organization, charter management organization, or other service provider, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with a service provider/school MO.

I/we do not know any such persons. Yes

6. If the school contracts with an education management organization, charter management organization, or other service provider, please indicate whether you or your spouse have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.



 \square N/A. \square I/we have no such interest. \square Yes

7. If the school contracts with or plans to contract with an education management organization, charter management organization, or other service provider, indicate if you or your spouse anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

\square N/A. \square I/v	ve or my family	y do not anticipate	conducting any	such business.		es
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8. Indicate whether you or your spouse are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Ves

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. | Yes

Certification

_____, certify to the best of my knowledge and ability that the Ι, _ information I am providing to the State Public Charter School Authority as a board member for Nevada Classical Academy Elko is true and correct in every respect.

I certify that if an actual or perceived conflict is discovered in the future, I will notify the Board and abstain from voting on any issues involving the actual or potential conflict.

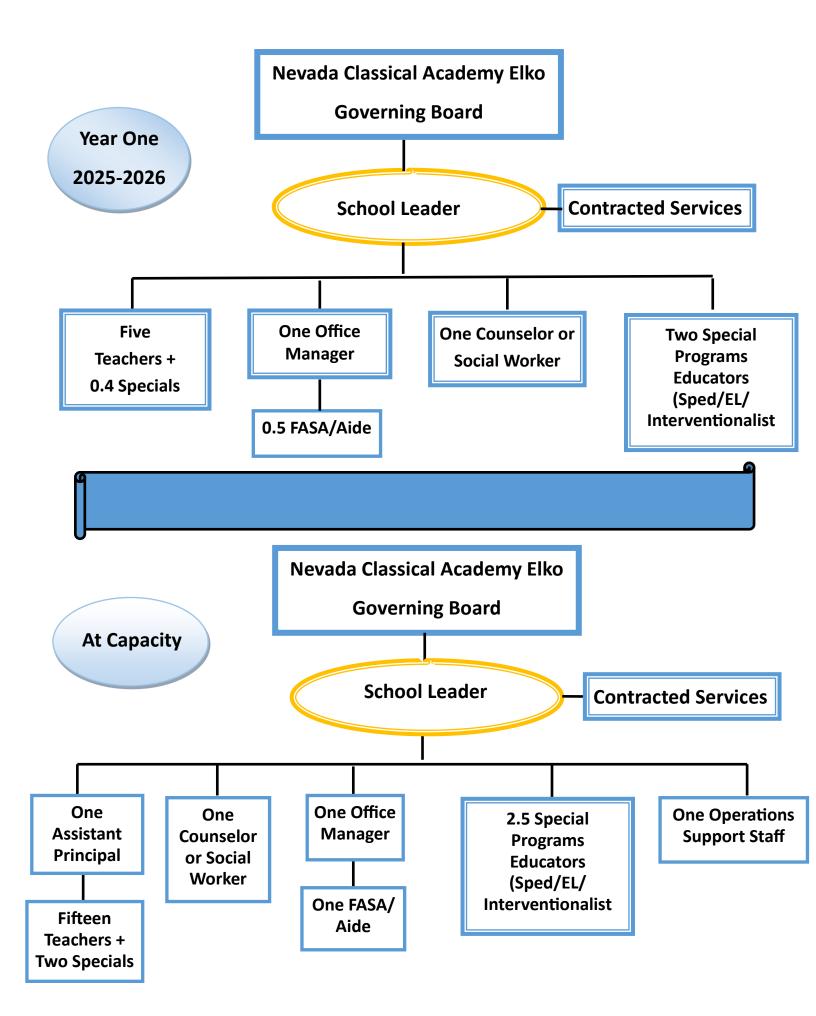
Signature





ATTACHMENT 11

School Organizational Chart for Year 1 and At Capacity





ATTACHMENT 12

School Leader Job Description

Nevada Classical Academy Elko Application ATTACHMENT 12: School Leader Job Description

School Leader

The School Leader will be the key management leader of Nevada Classical Academy Elko. They will oversee the organization's administration, programs, and strategic plan. Other essential duties include fundraising, marketing, and community outreach. The position reports directly to the Governing Board. They also serve as the educational leader and chief administrator. They are responsible for managing the policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curricula and mission of the school. The principal will articulate and implement a culture of pride and high behavioral and academic expectations at the school. As we near total K-12 capacity, NCAE will add an Executive Director and Assistant Principal to shift many responsibilities.

Achieving academic excellence requires that the school principal work collaboratively to direct and nurture all school staff members to communicate effectively with parents. Inherent in the position are scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations. The principal is expected to build and maintain a healthy student and adult learning community. The principal will be accountable directly to the governing board. The job description and performance expectations are listed below.

General Responsibilities

- Board Governance: Works with the board to fulfill the organization's mission.
 - Responsible for leading NCAE in a manner that supports and guides the organization's mission as defined by the Governing Board.
 - Responsible for communicating effectively with the Board and providing, in a timely and accurate manner, all information necessary to function correctly and make informed decisions.
- Financial Performance and Viability: Develop resources sufficient to ensure the organization's financial health.
 - Responsible for fundraising and developing other revenues necessary to support NCAE's mission.
 - Responsible for the fiscal integrity of NCAE, including submission to the Board of a proposed annual budget and monthly financial statements, which accurately reflect the organization's financial condition.
 - Responsible for fiscal management that generally anticipates operating within the approved budget, ensuring maximum resource utilization, and maintaining the organization's favorable financial position.
- Organization Mission and Strategy: Works with board and staff to fulfill the mission through programs, strategic planning, and community outreach.
 - Responsible for implementing NCAE's programs that carry out the organization's mission.
 - Responsible for strategic planning to ensure that NCAE can successfully fulfill its Mission in the future.

- Responsible for enhancing NCAE's image by being active in the community and working closely with other professional, civic, and private organizations.
- Organization Operations: Oversees and implements appropriate resources to ensure the organization's operations are applicable.
 - Responsible for the hiring and retention of competent, qualified staff.
 - Responsible, effective administration of NCAE operations.
 - Responsible for signing all notes, agreements, and other instruments made and entered into and on behalf of the organization.

Actual Job Responsibilities

- Report to and work closely with the Board to seek their involvement in policy decisions and fundraising and to increase the organization's overall visibility.
- Supervise and collaborate with organization staff.
- Strategic planning and implementation.
- Planning and operation of the annual budget.
- Serve as NCAE's primary spokesperson to the organization's constituents, the media, and the general public.
- Establish and maintain relationships with various organizations and utilize those relationships to enhance NCAE's mission.
- Engage in fundraising and developing other revenues.
- Establish employment and administrative policies and procedures for all functions and the nonprofit's day-to-day operation.
- Ensure the school program is compatible with the school system's legal, financial, and organizational structure.
- Serve as the school's chief administrator in developing, implementing, and communicating policies, projects, programs, and curricular and non-curricular activities in a manner that promotes the educational development of each student and the professional development and growth of each staff member.
- Ensure the established policies and procedures are in place and enforced equitably for school participants, including students, staff, and leadership.
- Apply the laws and regulations of state and federal authorities governing the education of persons with disabilities, including proper testing and program implementation.
- Establish the annual master schedule for instructional programs, ensuring sequential student learning experiences consistent with the school's philosophy, mission statement, and instructional goals.
- Provide effective guidance, support, coaching, assistance, and supervision to all school personnel.
- Supervise and evaluate student and staff performance and progress in the instructional program.
- Review and approve contracts for services.
- Other duties as assigned by the Governing Board.

Professional Qualifications Needed

- A minimum of a Master's degree. Terminal degree preferred.
- Transparent and high-integrity leadership.
- Five or more years of nonprofit or for-profit management experience.
- Experience and skill in working with a Governing Board.

- High-level strategic thinking and planning. Ability to envision and convey the organization's strategic future to the staff, board, volunteers, and donors.
- Ability to communicate the organization's mission effectively to donors, volunteers, and the community.
- Demonstrated ability to oversee and collaborate with staff.
- A history of successfully generating new revenue streams and improving financial results.
- Active fundraising experience. Excellent donor relations skills and understanding of the funding community.
- Previous success in establishing relationships with individuals and organizations of influence, including funders, partner agencies, and volunteers.
- Solid organizational abilities, including planning, delegating, program development, and task facilitation.
- Strong financial management skills, including budget preparation, analysis, decision-making, and reporting.
- Strong written and oral communication skills.
- Strong public speaking ability.
- Strong work ethic with a high degree of energy.



JOB ANNOUNCEMENT Nevada Classical Academy Elko is accepting applications for the following:

Position Title:	School Leader
Annual Salary:	TBD – Base salary of \$100,000 plus increases for years of experience and education. PERS retirement included, along with medical, dental and vision coverage.
Beginning Date:	This position will start approximately July 1, 2024, which is a year in advance of the anticipated opening date of the school. 230-day contract.
Application Deadline:	May 1, 2024
School Information:	NCAE will begin as a K-3 Elementary School with the eventual intent to expand to a K-12 school. The beginning anticipated enrollment is approximately 113 students. The school will use classical education curriculum provided by Hillsdale College. The purpose of a classical education is to develop wisdom and virtue within students, so they become lifelong learners capable of mastering subjects with the tools they have acquired, and become active citizens engaged in building, sustaining, and transforming the social fabric of their communities.
Description:	We are looking for an exceptional person that will inevitably shape the school's identity by his or her own strengths, interests, and personality. The school leader must possess five essential qualities. First, the intelligence and constitution to handle the weight of the job. Second, the moral character to be firm, kind, prudent and just. Third, intellectual curiosity and a love of learning. Fourth, a strong work ethic, high degree of energy and the ability to multitask. Fifth, the humility to improve from feedback and take on any task no matter how menial.

Duties and Responsibilities

- Provides general management of all school operations, including academic, financial, personnel, regulatory, and facility areas.
- Observes teachers at defined intervals, documents results, and provides feedback as mentor and supervisor.



- Reports at regular governing board meetings on the status of operations and plans for upcoming activities.
- Represents the school as the senior executive leader in interactions with the public, the school constituencies, the authorizer or accreditor, and other government agencies.
- Emphasizes interaction with students, and provides internal perspective for correct decision-making.

Qualifications:

- A valid teacher's license issued pursuant to chapter 391 of NRS with an administrative endorsement; and
- A master's degree in school administration, public administration, or business administration; or
- At least 5 years of experience in school administration, public administration or business administration and a baccalaureate degree.
- Classroom instructional experience.
- Fingerprint, background check, and other clearances required by law.

Application Procedure:

To be considered, the candidate must complete and return:

- A letter of interest addressing specific competencies for the position
- A resume with employment and educational background
- A copy of both sides of required degree credentials
- Three (3) recent letters of reference, written within the last 12 months

For more information visit our website at <u>https://www.nevadaclassicalacademyelko.org/</u> or contact Founding Board Member Dorothy Steninger at 775-778-9709

Letter of Interest and Resume to be emailed to ncaelko@gmail.com

or mailed to: Nevada Classical Academy Elko P.O. Box 2762 Elko, NV 89803



Nevada Classical Academy Elko Charter Application

ATTACHMENT 13

Other School Leadership Job Descriptions

Nevada Classical Academy Elko Application ATTACHMENT 13: Other School Leadership Job Descriptions

Assistant Principal (AP)

The assistant principal is a salaried, exempt position with a 12-month work schedule. Salary will be set annually on a performance-based schedule. The Assistant Principal will report to the School Leader.

Major Function

The AP performs administrative and supervisory work in the operational aspects of the school. The Assistant Principal's essential duties and responsibilities are as follows:

Leadership

Responsible for planning, coordinating, and supervising the day-to-day academic operations of a school office and serving as administrative aide to the school principal, relieving him/her of administrative details.

- Assists in the recruitment and selection of applicants for school-based academic positions.
- Assists in writing, translating (if bilingual), publishing, and distributing weekly school newsletters.
- Design in-service training programs at the school.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school standards, policies, and procedures.
- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Establishes programs and communication procedures to encourage committee participation, student organizations, community support, and extra-curricular activities.
- Evaluates the work of assigned school staff; provides reports to the principal and cooperates in recognition or remediation of staff members as requested.
- In-services new staff on school and applicable school policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation; and reports safety hazards to the school operations manager.
- Monitors special projects accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Prepares and communicates weekly memos to staff.
- Prepares recess monitor supervision schedule.
- Promotes and maintains a positive and effective school climate by ensuring that all interactions with staff, students, parents, and the public are prompt, efficient, helpful, and friendly.
- Recognizes problems and impediments and reports them promptly to the principal with options for solutions; promotes and assists with constructive resolutions.
- Recommends programs, personnel, facilities, materials, and equipment changes.
- Responds to and resolves routine internal and external inquiries with parents, employees, and school organizations.

• Seeks and participates in educational and professional development and motivates and encourages such developments for school-classified employees.

Teacher Coaching

- Attend all Hillsdale K-12 trainings on curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Regularly observe and provide written and verbal feedback to all instructional staff on NCACS, curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Lead and coordinate professional development on NVACS, curriculum, instruction, and classroom management, with a focus on Literacy Essentials, Singapore Math, and classical pedagogy
- Facilitate horizontal, vertical, and grade-level meetings; communicate action items from these meetings with the principal
- Regularly use instructional materials, such as teacher lesson plans, teacher gradebooks, and teacher-written assignments and assessments in coaching conversations and professional development to ensure philosophical and pedagogical alignment between and among grade levels.

Attendance/Discipline

- Develops and maintains student discipline procedures for assigned caseloads following established guidelines.
- Establishes attendance and discipline referral and reporting procedures for campus-wide use.
- Develops parental notification procedures.
- Directs the preparation of suspension, neglect, referral, and tardy forms.
- Responds to inquiries from welfare, probation, legal and security agencies.
- Creates and serves on committees as necessary inside and outside the school.
- Supervises the enrollment, transfer, discharge, and readmission process for students and prepares related records and files.
- Supervises the preparation of student enrollment and attendance reports.

Computer Skills

• To perform this job successfully, an individual must know spreadsheet and word processing software.

Minimum Qualifications

• The minimum requirement for this job is a Master's degree in administration.

Additional Qualifications

• Ability to demonstrate, uphold, and promote in daily interactions a commitment to NCAE's mission and vision and the moral character and civic virtue NCAE embodies.

Special Education Teachers/Intervention Specialists

Intervention specialists are critical to the development of students with special needs. The intervention specialist provides special education for students in the classroom to fulfill their academic, emotional, and social growth. Instruction is designed to meet the unique needs of each student's Individualized Education Program (IEP). Intervention specialists will develop, implement, and evaluate individualized programs for NCAE students with special academic and social adjustment needs. These interventions are monitored and evaluated for effectiveness during an agreed-upon time frame with an agreed-upon frequency (dependent upon the individual student and the interventions being made).

Requirements/responsibilities:

- A valid Nevada teaching license
- Commitment to the team approach
- Working knowledge of the relationships among behavior, communication, cognition, social/emotional, and academic development
- Experience designing behavioral programs
- Experience presenting or coaching for interventions in school systems
- Create and maintain a high-quality learning environment concerning the academic needs of the child
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of students and ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and support of the school
- Assist the principal and AP with building-wide expectations and revising the school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans promptly as prescribed by the principal and AP
- Deliver instruction that is student-centered and is aligned with the school curriculum and NVACS content standards
- Support the school's parental involvement policies
- Participate in all professional development activities
- Prepare students to achieve on state standardized tests
- Prepare students to achieve on all internal academic assessments
- Participates in weekly team meetings
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision according to the needs of the school
- Tutor a small group of students at least one day per week after school for 60 minutes
- Read, understand, and implement IEPs for students with disabilities
- Remain abreast of and monitor legal issues and requirements as they pertain to special education and related service
- Create detailed weekly lesson plans for each small group and submit them to instructional leaders
- Work with principal and specialized contractors to create rigorous intervention schedules

- Provide rigorous direct instruction for small groups, modified for student(s) needs and strengths
- Collect academic work samples that show progress on IEP goals/objectives
- Collect behavioral data that show progress on IEP goals/ objectives
- Write narrative IEP progress reports that show growth through data points
- Submit draft IEPs to the special programs director one week before the first scheduled IEP meeting; revise/resubmit as necessary
- Schedule and facilitate IEP meetings that include participation from the entire IEP team.
- Consult with general education teachers regarding students with disabilities
- Provide inclusion services in the general education environment, including but not limited to team teaching, pull-aside, strategic support, and small-group testing
- Provide testing accommodations on caseload as required by IEP; Modify student work, as required by IEP, for students in the general education environment
- Assist in providing behavior remediation in conjunction with the AP
- Work with building leaders to track suspensions and proceed with manifestation procedures in conjunction with the principal and AP
- Complete any other duty deemed necessary by the principal and AP for the success of the school

Teachers/Specials Teachers

Teachers are committed to the ongoing academic development, well-being, and safety of students and the school's overall success. Teachers will receive ongoing, job-embedded staff professional development to ensure the development of their personal and professional growth, as well as the success of every student. Teachers are responsible for the day-to-day work and management of the class. Teachers plan, organize, and implement an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. Teachers agree with and are committed to the academic goals and philosophy of the organization. The specials teachers will be qualified in specialized areas.

Responsibilities include:

- Create and complete all plans promptly as prescribed by the principal of the school
- Work with students to ensure mastery of all material delivered
- Develop and implement classroom management strategies that respect the needs and development of students and that ensure a positive, harmonious learning environment
- Maintain professional behavior which is appropriate in the field of education and supports the school
- Assist principal and AP with building-wide expectations and revise school curriculum
- Support and work to create and maintain a classroom that is organized and focused on student achievement
- Complete all plans promptly as prescribed by the principal
- Deliver student-centered instruction aligned with NVACS and the school curriculum
- Support the school's parental involvement policies
- Participate in all professional development activities
- Administer and monitor all state standardized and internal assessments in accordance with school-wide policies and procedures

- Prepare students to achieve on all internal academic assessments
- Participate in weekly team meetings
- Engage in data-driven instruction; adjust and modify instructional practices in collaboration with the school leadership as driven by data
- Engage in fair and appropriate assessment of performance and grade book entry that follows the logistics provided
- Prepare students to achieve on all internal academic assessments
- Administer and monitor all state standardized and internal assessments per school wide policies and procedures
- Implement teaching practices consistent with the school's vision and philosophy
- Help with supervision and/or coverage according to the needs of the school
- Use assessment data to refine curriculum and inform instructional practices
- Participate in collaborative curriculum development, grade-level activities, and school-wide functions.
- Communicate effectively with students, families, and colleagues.
- Remain highly organized; consistently meet all deadlines
- Create intentional lesson plans that support academic rigor and student engagement
- Be relentless, serious, and focused
- Proven track record of high achievement in the classroom
- Mastery of and enthusiasm for academic subjects.
- Evidence of self-motivation and willingness to be a team player
- Complete any other duty deemed necessary by the principal for the success of the school

Qualifications:

- Bachelor's degree required; Master's degree preferred
- Minimum of one year teaching experience in a public or charter school setting preferred
- Valid Nevada State Certification
- Belief in the NCAE mission and vision.

Instructional Aides

Under the supervision of the principal and the direction of a classroom teacher, instructional aides perform the necessary duties to assist in the classroom with instruction for the regular and special needs of students. Instructional aides work alongside teachers to function as appropriate role models for children and provide proper examples, emotional support, a friendly attitude, and general guidance. He/she creates and manages a caring, supportive, purposeful, and stimulating environment conducive to learning. He/she must agree with and commit to the academic goals and philosophy of NCAE and understand, abide by, and implement the policies, directives, and guidelines set forth by the school.

Responsibilities:

- Assist in classroom management
- Assist teacher in preparing instructional material
- Implement, under the supervision of the assigned teacher, instructional programs and lesson plans to assist the teacher in improving students' academic success through a defined course of study

- Conduct instructional activities assigned by the teacher
- Work with individual students or small groups to practice and/or reinforce learning concepts and assisting students in reaching their academic goals and grade-level standards
- Develops classroom experiences that teach students not only facts but how to apply what they learn to solve real-world problems
- Ensure high standards of achievement for all students
- Ensure an orderly, motivational, and aspirational culture and a strong school community where teaching, learning, and healthy relationships can thrive
- Maintain good order and discipline among the pupils, safeguarding their health and safety
- Help maintain a neat and orderly classroom
- Assist teacher with administrative records and preparation of required reports
- Adhere to the appropriate code of ethics and student confidentiality
- Work with staff to improve student learning and achievement
- Discuss assigned duties with classroom teachers to coordinate instructional efforts
- Prepare lesson materials, bulletin board displays, exhibits, equipment and demonstrations
- Present subject matter to students under the direction and guidance of teachers using lectures, discussions, or supervised role-playing methods
- Tutor and assist children individually or in small groups to help them master assignments and reinforce learning concepts presented by teachers
- Supervise students in classrooms, halls, cafeterias, school yards, gymnasiums, and on field trips
- Conduct demonstrations to teach such skills as sports, dancing, and handicrafts
- Distribute teaching materials such as textbooks, workbooks, papers, etc. to students
- Distribute tests and homework assignments, and collect them when they are completed
- Enforce administration policies and rules governing students
- Grade homework and tests and compute and record results using answer sheets or electronic marking devices
- Instruct and monitor students in the use and care of equipment and materials to prevent injuries and damage
- Observe students' performance and record relevant data to assess progress
- Organize and label materials, and display students' work in a manner appropriate for their eye levels and perceptual skills
- Organize and supervise games and other recreational activities to promote physical, mental, and social development
- Participate in teacher-parent conferences regarding students' progress or problems
- Plan, prepare, and develop various teaching aids such as bibliographies, charts and graphs
- Prepare lesson outlines and plans in assigned subject areas and submit outlines to teachers for review
- Provide extra assistance to students with special needs, such as non-English-speaking students and with physical and mental disabilities
- Take class attendance and maintain attendance records
- Perform all other job duties as assigned

Office Manager (OM)

Reporting directly to the principal, the office manager coordinates various office support services, including working with vendors, facilities management, student information upkeep, and attendance records. Administrative duties include filing, drafting letters and emails, scanning breakfast and lunch barcodes, ordering supplies, and student enrollment. The OM will also assist other staff in work overflow, word processing, data entry, creating reports, and internet research.

Responsibilities:

- Field phone calls and other communications from parents, social services, vendors, and other stakeholders
- Assist with the maintenance of all office equipment, including fax machines, copiers, printers, and phones
- Oversee all building supplies, which could include receiving shipments and taking inventory
- Maintain accurate and complete student files in hard copy and electronic form while adhering to FERPA, Nevada education laws, and Department of Education/SPCSA administrative rules
- Assist in funding database reporting and student information
- Maintain accurate transportation and food service records
- Communicate with other schools regarding the timely receipt of all student records, as well as admissions and withdrawals
- Support principal, operations/business manager, and building leaders
- Answer telephones and all other communications in a professional manner and direct callers to the appropriate staff member
- Appropriately greet and direct visitors to the school campus in a manner that is respectful and professional
- Sets up all new employee files in the time and attendance system, noting information that is pertinent to the employees' position; enroll all employees digitally in the time and attendance system
- Maintain spreadsheets, recording checks received and expenditures
- Handle calls and walk-in visitors to develop student enrollment per enrollment objectives; track and follow up with all parents and/or students who have requested enrollment information and/or paperwork; collect enrollment paperwork, create student files, and ensure compliance with all required documentation including immunization records as well as academic history; schedule and conduct new student orientations
- Assist in the ordering, receiving, stocking, and distribution of office supplies
- Adhere to school policies and procedures relating to visitors to the campus (i.e., visitor sign-in log and visitor ID badges)
- Maintain awareness of the physical control of entry into the reception area and notify security of unauthorized visitors to the school campus
- Follow school policies and procedures regarding authorized/unauthorized removal of students from the campus
- Effectively perform all other duties as assigned and necessary for the school to achieve its educational goals



Nevada Classical Academy Elko Charter Application

ATTACHMENT 14

School Leader Evaluation Tool

ATTACHMENT 14

SCHOOL LEADER EVALUATION PROCESS AND TOOL

The relationship between the Governing Board and the School Leader is the backbone of a good school and an effective board. The annual evaluation process should be the foundation of that relationship. Evaluation should be embraced as a positive, productive process, and the School Leader should be encouraged and required to ensure that the Governing Board has accurate and complete information throughout the year about the school's performance. The evaluation process allows the Governing Board to engage formally with the School Leader about their strengths, challenges, and development opportunities in ways that ensure the school has the leadership it needs to drive student success. An effective School Leader evaluation process allows the Governing Board to:

• Develop clear performance measures and goals every year so the School Leader's work is aligned with and supports the school's strategic direction

• Assess the School Leader's ability to perform the core competencies and to meet agreed-upon annual goals

• Identify proactively when the leader is not on track to meet their goals and provide support, professional development, and timely feedback to help them improve

• Recognize and reward successes, which helps retain strong leaders

• Provide an opportunity for the School Leader to reflect on their performance • Create a transparent structure for communicating with the School Leader about their performance regularly and routinely throughout the year

• Ensure that the Governing Board brings an equity lens to its oversight role by monitoring the School Leader's leadership regarding equity and diversity among the school staff, equitable policies, and processes, a clear focus on differences in student outcomes between students of different races, socio-economic backgrounds, and special education needs, and the existence of an equity-focused school culture.

THE PERFORMANCE EVALUATION PROCESS

The evaluation process includes six main steps:

- 1. Goal Setting
- 2. Regular Monitoring and Feedback
- 3. Data Gathering and Review
- 4. School Leader Self Evaluation
- 5. Governing Board Review Discussion
- 6. Performance Evaluation Delivery

Each of these steps is explained in further detail below.

STEP 1: GOAL SETTING

• The Governing Board and the School Leader ensure they are clear about what the School Leader will be evaluated on, what excellence looks like, and what data the Governing Board will use to assess performance, including qualitative and quantitative data.

• The entails reviewing the School Leader's job description and updating it each year to reflect any changes (e.g., moving to multiple campuses, launching new initiatives, etc.)

• The School Leader drafts three to five goals focused on improving academic outcomes and ensuring the financial and operational health of the school. These should include professional development goals, and they should be aligned with the long-term strategy for the school.

• The Governing Board chair and the School Leader agree to the goals and share them with the full board for discussion and revision. The entire Governing Board approves the goals.

• In addition to the goals, the School Leader and the Governing Board should agree on a set of competencies required to accomplish the goals. These competencies should reflect the most essential skills needed to achieve the goals.

• The Governing Board should decide whether the complete set of competencies required for the School Leader position will be included in the evaluation or if the Governing Board will select a subset of competencies with the School Leader each year.

• The Governing Board and School Leader agree upon a tool to use to evaluate the School Leader, which should include an assessment of meeting both goals and competencies

• The Governing Board selects one member to lead the School Leader evaluation process. This designated board member should not be the chair to ensure that more than one member is involved in performance evaluation, monitoring progress, and providing feedback to the School Leader; this protects both the Governing Board and the School Leader from overreliance on the chair, is a more inclusive approach to governance, increases board engagement, and limits the influence of one member in performance evaluation.

STEP 2: REGULAR MONITORING AND FEEDBACK

• Throughout the year, the Governing Board holds itself accountable for always having an eye on what information will help inform their evaluation, what data is already being collected that the board can access (such as teacher and parent surveys), the timeline for information (such as when student test scores are released, and how difficult it is to administer surveys in the summer), and how the board can gain important insights throughout the year.

• The designated board member should keep notes about the School Leader's performance as the school year unfolds, not just at the end of the year. This approach will help ensure that the Governing Board has a full and fair picture of the School Leader's performance.

• At regular, planned intervals throughout the year, the Governing Board provides concrete, direct feedback to the School Leader on their performance, progress towards goals, and management of ongoing school operations.

• The Governing Board chair meets regularly and routinely with the School Leader to deliver this feedback, organized around progress towards goals.

• The Governing Board chair shares information with the entire board quarterly to inform the board about ongoing performance.

• The School Leader presents a formal midyear report to the Governing Board on progress to goals and any other issues related to performance management and professional development.

STEP 3: DATA GATHERING AND REVIEW

• The designated Governing Board member reviews relevant and accurate information related to School Leader performance, including *Data that provides a complete picture of the organization's overall academic performance, as measured by indicators of student academic performance, school culture, discipline, enrollment, graduation, social/emotional learning, etc. *Data that provides a clear picture of the organization's overall financial performance, as measured by monthly financial statements, balance sheets, and the annual audit. *Data that provides comprehensive insight into the overall operational health, as measured by indicators such as the existence and quality of policies and procedures, staff retention/attrition data, etc. *Staff and direct report input. *Parent and stakeholder input. *Governing Board member input. *The School Leader's self-evaluation. *The designated board member works with others on the board to ensure that the board gathers and reviews this information with an equity lens. *The designated board member drafts a performance evaluation based on a detailed review of this data and attaches key data to send to the full Governing Board.

STEP 4: SCHOOL Leader SELF-EVALUATION

• The Governing Board shares the self-evaluation tool with the School Leader and provides an overall timeline for the evaluation process (and then sticks to that timeline). The School Leader will complete the same evaluation questions that the Governing Board will complete.

• The School Leader completes the self-evaluation and sends it to the designated board member.

STEP 5: Governing Board REVIEW DISCUSSION

• The designated board member sends the draft performance evaluation and the School Leader's self-evaluation to the full Governing Board, confidentially, at least 72 hours before the meeting at which it will be discussed.

• During an executive session at a full Governing Board meeting, Governing Board members discuss the

evaluation and share feedback with the designated Governing Board member on the review.

• The designated Governing Board member incorporates any changes based on the feedback from the entire Governing Board and sends the evaluation to the School Leader.

STEP 6: PERFORMANCE EVALUATION DELIVERY

• The School Leader, the board chair, and the designated Governing Board member meet to review each evaluation section, highlighting key points, discussing questions, and summarizing conclusions. • It is essential that this discussion includes positive and constructive negative feedback so the School Leader is recognized for solid performance and allowed feedback on areas for growth and improvement.

- The School Leader, the Governing Board chair, and the designated board member draft the following steps: *If necessary, agree on a performance improvement plan and assess progress against this plan in the coming
 - *weeks and months.
 - *Set 3-5 goals to guide the School Leader's work for the following year.
 - *The evaluation is sent to the full Governing Board and placed in the leader's personnel file.

EVALUATION TIMELINE

BEFORE START OF SCHOOL YEAR: GOAL SETTING

- Select a designated Governing Board member
- Finalize evaluation instrument.
- Set goals
- Governing Board approves goals

THROUGHOUT SCHOOL YEAR: REGULAR MONITORING AND FEEDBACK

- Regular check-ins between Governing Board chair and School Leader
- Quarterly reports to Governing Board on progress towards goals
- Formal midyear report

LATE SPRING: DATA GATHERING AND REVIEW

• Designated Governing Board member oversees information gathering from Governing Board members, parents, staff/faculty, stakeholders, etc.

• Designated Governing Board member drafts evaluation report and shares it with full Governing Board at least one week before Governing Board meeting

- School Leader completes self-evaluation
- Self-evaluation shared with the entire Governing Board
- The Governing Board holds formal evaluation discussions in executive session
- The Governing Board formally delivers the evaluation to the School Leader

DRAFT NCAE SCHOOL LEADER EVALUATION FORM

Governing Board Member:

ITEM	Not Effective	Somewhat Effective	Highly Effective	Extremely Effective
Work	ing with the	Governing Bo	ard	
Participates meaningfully in Governing Board discussions				
Communicates well with the Governing Board				
Informs the Governing Board of best practices				
Generates meaningful ideas for Governing Board consideration				

ITEM	Not Effective	Somewhat Effective	Highly Effective	Extremely Effective
	Representing	g the School		
Visible at school and community functions				
Appearance is professional				
Models NCAE's virtues				
Communicates well with the school community				

ITEM	Not	Somewhat	Highly	Extremely
	Effective	Effective	Effective	Effective
Leading				

Is mission focused		
Administers Governing Board policies		
Executes the duties of the School Leader ethically		
Displays good stewardship of school resources		
Provides leadership for academic programs and instructional development		
Provides leadership for co-curricular programs		
Provides leadership for campus operations		

Accomplishing Established Goals and Objectives				
Goal #1:				
Goal #2:				
Goal #3:				
Comments				

*Adapted from the Southern Association of Independent Schools: www.sais.org

SCHOOL LEADER EVALUATION PROCESS AND TOOL DRAFT SCHOOL LEADER GOALS

STUDENT PERFORMANCE AND ACADEMIC GOALS

• Based on the results of an internally developed assessment administered by January 31, at least XX% of students will show a XX% improvement in their test scores.

• Reduce the gap in standardized test scores between white and students of color by at least X%.

• By EOY 2025-2026: Student Growth/Performance -Standardized Test Goal (XX% proficient) - (Target will be set by the end of year data to indicate sufficient growth on school benchmark)

• By EOY, XX% of SpED and EL subgroups meet growth targets on standardized tests.

• Reduce the student performance gap of economically disadvantaged students by XX%. (The target will be set based on the data from the beginning of the year.

FINANCIAL GOALS (collaborative goal with Governing Governing Board)

• By June 30, 2026, individual giving revenue will increase by XX% over the fiscal year and the number of individual donors by XX%.

• By May 15, 2027, NCAE will operate with a balanced budget for FY '28, including three months of operating cash on hand (\$XXXk) and \$X million in cash reserves to fund future capital expenditures.

OPERATIONAL GOALS

• By March 31 of Year One, present to the Governing Board the project plan for building a facility and/or acquiring modular classrooms to accommodate the anticipated student population by year four.

• By September 1, 2027, meet or exceed annual enrollment projection.

SCHOOL CULTURE GOALS

• By mid-year, parents are actively engaged and satisfied with the school, as evidenced by XX% participation in school-wide events and XX% participation in parent surveys with XX% satisfaction rates.

PERSONNEL GOALS

• By December 2026, create and implement a new teacher recruitment and retention plan, including a new compensation model, to ensure retention of XX% of teachers rated effective or highly effective.

• By August 2026, complete individual Leader self-evaluation processes that include formal and informal evaluation opportunities that hold the Leader accountable for achieving pre-determined goals and identify opportunities for ongoing support and professional development.

• By June 2027, the preventable staff attrition rate will be reduced by 10%.

• Note: preventable attrition includes any reasons within the school's control. Unpreventable attrition includes such actions as moving to another state for family reasons, etc.

• "Desired" attrition (e.g., staff members who are not performing) should also be counted as unpreventable. However, the Governing Board needs to assess the extent to which the school has a set of criteria for performance that ensures a lack of bias in who is considered high-performing. Without these criteria, the Governing Board should consider unpreventable reasons such as the ones listed above due to potential equity issues.

• By June 2027, ensure the preventable staff attrition rates are consistent (within 5%) across subgroups by race and gender.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 15

Teacher Evaluation Tool

NEVADA EDUCATOR PERFORMANCE FRAMEWORK (NEPF) EVALUATION SYSTEM

2023 – 24 SCHOOL ADMINISTRATOR AND TEACHER PROTOCOLS

Nevada Department of Education

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Introduction to the Nevada Educator Performance Framework

The passage of AB 222 during the 2011 Legislative Session created the Teachers and Leaders Council (TLC) and outlined the expectations of a statewide performance evaluation system for teachers and school administrators. The first order of business at the October 2011 TLC meeting was to determine guiding beliefs and goals for this evaluation system, now known as the Nevada Educator Performance Framework. The identified beliefs and goals are outlined below.

TLC Beliefs

To promote educator effectiveness and ensure all students attain essential skills to graduate high school ready for college and career success:

- "All educators* (see definition in glossary) can improve through effective, targeted professional development, as identified through the evaluation process and connected to district improvement plans and goals designed to inform and transform practice;
- An effective evaluation system must include clear expectations for both professional practice and student growth as well as fair, meaningful, and timely feedback;
- A consistent and supportive teacher and administrator evaluation system includes opportunities for self-reflection and continuous, measurable feedback to improve performance of students, teachers, administrators, and the system; and
- The evaluation system must be part of a larger professional growth system that consistently evolves and improves to support the teachers and administrators that it serves.

Evaluation System Goals

The Nevada Educator Performance Framework Goals:

- Goal 1: Foster student learning and growth
- Goal 2: Improve educators' effective instructional practices
- Goal 3: Inform human capital decisions based on a professional growth system
- Goal 4: Engage stakeholders in the continuous improvement and monitoring of a professional growth system

The system based on these guiding beliefs and goals, the foundation on which the NEPF was created, should ensure that educators:

- Positively impact the achievement of students in Nevada;
- Grow professionally through targeted, sustained professional development and other supports;
- Monitor student growth, identify and develop quality instructional practices, and share effective educational methods with colleagues;
- Reflect upon practice and take ownership of their professional growth; and
- Participate in constructive dialogue and obtain specific, supportive feedback from evaluators.

Main Purposes of the Evaluation Framework

The overall purpose of Nevada's Educator Performance Framework (NEPF) is to identify effective instruction and leadership, and to establish criteria to determine:

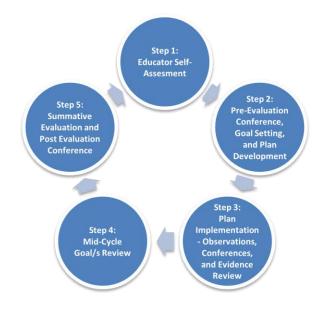
- The professional development needs of educators (goals 1, 2, 3, and 4);
- Information on which to base human capital decisions including rewards and consequences (goal 3); and
- Whether educators are:
 - Using data to inform decision making (goals 1, 2, and 4),
 - o Helping students meet achievement targets and performance expectations (goals 1 and 4),
 - o Effectively engaging families (goals 1 and 2), and
 - Collaborating effectively (goals 1, 2, and 3).

Please see the Nevada Department of Education's <u>Nevada Educator Performance Framework (NEPF)</u> webpage for current tools, protocols, and resources.

The Evaluation Cycle

The following guidelines are designed to help educators and their evaluators implement the Nevada Educator Performance Framework. The evaluation cycle is a year-long process with multiple components (Figure 1). While the typical evaluation cycle is presented in Figure 2, it is important to note that the evaluation cycle is differentiated for educators based on the level of experience and/or previous evaluation ratings (Figure 3).

Figure 1: Evaluation Cycle



At the beginning of the school year, the educator receives a complete set of materials that includes the **Teacher Instructional Practice Standards (Administrator Instructional Leadership Standards)** and the **Teacher Professional Responsibilities Standards (Administrator Professional Responsibilities Standards)** rubrics with Standards, Indicators, Performance Levels, and evidence sources, as well as access to the current year's **NEPF Protocols** outlining the evaluation process. The educator and evaluator meet to establish expectations and consider goals. They discuss the evaluation process together (including observations/visits, review of the evidence, etc.) and review the NEPF Rubrics that describe the Standards and Indicators. The purpose of this review is to develop and deepen a shared understanding of the Standards and Indicators in practice. The rubric review is also an opportunity to identify specific areas of focus for the upcoming school year.

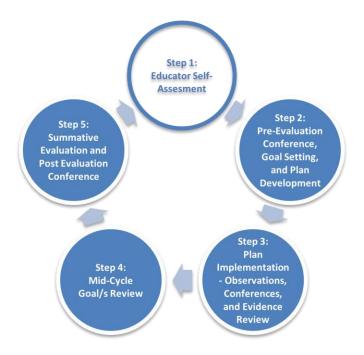
Figure 2: Typical Evaluation Cycle

Step	Timeline
Step 1: Educator Self-Assessment	Late Summer/Early Fall
Step 2: Pre-Evaluation Conference, Goal Setting, and Plan Development	Early Fall
Step 3: Plan Implementation - Observations, Conferences, and Evidence Review	Throughout School Year
Step 4: Mid-Cycle Goals Review (Educator Assistance Plan if applicable)	Mid-year
Step 5: Summative Evaluation and Post-Evaluation Conference	Late Spring/Summer

Figure 3: Differentiated Evaluation Components and Timeline per NRS 391.675-391.730

Evaluation Component	Probationary educators in the first year of their initial or additional probationary period OR All educators whose previous year rating was ineffective or developing	Probationary educators whose immediately preceding year rating was effective or highly effective	Probationary educators whose rating for two consecutive years were effective or highly effective OR Post-probationary educators whose previous year rating was effective or highly effective	Post-probationary educators with a rating of highly effective for the two immediately preceding years
Self-Assessment	Prior to pre-evaluation conference	Prior to pre-evaluation conference	Prior to pre-evaluation conference	Prior to pre- evaluation conference
Pre-Evaluation Conference	Prior to first observation/ evidence review	Prior to first observation/ evidence review	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction	Prior to first observation/ evidence review and recommended within 50 days of the start of instruction
 Plan Implementation: Observation Cycle(s) Pre-observation conference (s) Observation(s) Post- observation conference (s) and evidence review 	 1st scheduled observation cycle must occur within 40 days after the first day of instruction 2nd scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction 3rd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction 	 1st scheduled observation cycle must occur after 40 days but within 80 days after the first day of instruction 2nd scheduled observation cycle must occur after 80 days but within 120 days after the first day of instruction of the school year 	 One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year 	 One scheduled observation cycle must occur within 120 days after the first day of instruction of that school year
Mid-Cycle Goal/s Review	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year	Approximately halfway through the school year
The Summative Evaluation (Admin: Summative Evaluation) and Conference	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	Performance rating is based on evidence reviewed throughout the school year. The Summative Evaluation rating determines the baseline for the annual cycle in the subsequent school year.	No Summative Evaluation. Use Summative Evaluation Exemption Verification Tool.

During the summer of 2020, Department staff worked with representatives from around the State, ranging from district personnel and heads of professional organizations to administrators and teachers, to establish additional guidance around the implementation of the NEPF in-person, hybrid, and distance learning environments. The **NEPF In-Person, Hybrid, and Distance Learning Guide** was created to support educators and their evaluators as they navigate observation, feedback, coaching, and evaluation in digital or blended education. The purpose is to provide guidance that proves useful in each educator's individual context across the state of Nevada. The recommendations presented align to the expectations found in the NEPF protocols and NRS 391.650-730. Because of this, it is suggested to utilize this document alongside the standard NEPF Protocols.



Step 1: Educator Self-Assessment

The first step of the NEPF Evaluation Cycle is self-assessment and preliminary goal setting. During this process, the educator must analyze data, reflect on performance, and identify a minimum of one student learning goal and one professional practice goal. A guiding principle for the NEPF is that evaluation should be done with educators, not to them. Embracing the self-assessment step of the process empowers the educator being evaluated to shape the conversation by stating what they identify as strengths, the areas on which they want to focus, and what support they need. The educator's self-assessment is more potent when supported by specific evidence and clearly aligns with individual and team goals as well as school and district priorities and initiatives.

Self-Assessment:

Using the **Self-Assessment Tool** (Admin: **Self-Assessment Tool**) or the revised tool for in-person, hybrid, or distance learning **Self-Monitoring Tool** (Admin: **Self-Monitoring Tool**) and examining a wide range of evidence (including previous evaluations if applicable), the educator assesses his/her practice based on the levels of performance.

Goal Setting:

The educator uses the Goal Setting and Planning Tool to:

- Set proposed goals, including but not necessarily limited to:
 - One Student Learning Goal (SLG), and
 - One Professional Practice Goal (PPG) related to improving the educator's own practice that supports the achievement of the SLG;
- Develop action steps for each goal; and
- Record evidence to be used.



Step 2: Pre-Evaluation Conference, Goal Setting, and Plan Development

The second step of the evaluation cycle is the pre-evaluation conference between the educator and evaluator. The educator begins by sharing his/her self-assessment and proposed goals with the evaluator. The educator collaborates with the evaluator to refine the goals as needed. During this initial conference, the educator and evaluator must engage in a conversation that incorporates all of the components identified below, as appropriate to the context of the educator.

Goal Setting and Planning:

The educator presents the **Goal Setting and Planning Tool** with proposed Student Learning Goal, Professional Practice Goal, action steps, and potential sources of evidence to be used to evaluate his/her work.

Student Learning Goal:

- The educator and evaluator discuss the proposed SLG and use the criteria column of the **Goal Setting and Planning Tool** to review goal requirements, revise (if necessary), review baseline data, and identify and define the following: student population, standards and content, assessments to measure student performance, performance targets and rationale. The educator and evaluator review the SLG Scoring Rubric and discuss expectations and learning targets associated with each level 1 to 4. Expectations must be clear to both the evaluator and educator.
- NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation or for post-probationary or probationary educators at a turnaround school in its first two years of turnaround status. A turnaround school is defined as a school that has been determined to be a turnaround pursuant to NRS 388G.400 only; however, these educators are still required to set a Student Learning Goal and Professional Practice Goal as expected within the NEPF.

• Professional Practice Goal:

The educator uses the **Self-Assessment Tool** (Admin: **Self-Assessment Tool**) or the **Self-Monitoring Tool** (Admin: **Self-Monitoring Tool**) and/or previous evaluation to identify and set a professional practice goal. The goal should align with and provide support for the SLG.

Pre-Evaluation Conference Conversation:

The educator and evaluator review the rubrics and engage in conversation. This conversation must:

- Ensure that the standard identified as the focus for SLG aligns with an area of high need for the educator's current students through a review of a needs assessment.
- Clearly identify and agree on the source(s) of growth or achievement used to measure the SLG.
- Ensure that the source(s) of student growth or achievement clearly measures the standard identified as the focus through the needs assessment and goal-setting process.
- Discuss procedures to be utilized if the same source(s) of growth or achievement is to be used by multiple teachers to measure their SLG.
- Clarify the points in time when the identified assessment will be administered and/or what "multiple points in time" means for the given educator.
- Identify students to be included in the SLG and provide a rationale for any exclusion.
- Discuss how the SLG scoring rubric will be applied to the given educator and determine how the educator will be scored. The educator-evaluator team must discuss and consider any contextual variables that may impact the educator's ability to perform his or her professional responsibilities and/or instruction. Such variables include, but are not limited to, class size and needs of student groups (e.g. English Learners).
- Answer the question, "Are there any assumptions about specific Indicators that need to be shared because of the school/classroom context?" For example, if several students in the class are limited English speakers or are non-verbal, in what ways will the educator address Instructional Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies?
- Answer the questions, "Are there any Indicators for which effective performance will depend on factors beyond the control of the educator? If so, how will those dependencies be accounted for in the evaluation process?"
- Answer the question, "Are there any Indicators that previous performance identified as an area for growth and will need to be a specific focus for part or all of the year?"
- Pursuant to NRS 391.465, there must be, "consideration of whether the classes for which the
 employee is responsible exceed the applicable recommended ratios of pupils per licensed
 teacher recommended by the State Board pursuant to NRS 388.890 and, if so, the degree to
 which the ratios affect: (1) The ability of the employee to carry out his or her professional
 responsibilities; and (2) The instructional practices of the employee."

Educator Plan:

As a result of the conference, the educator should have a clear understanding of the expectations for performance as aligned to the Instructional Practice/Instructional Leadership Standards and Professional Responsibilities Standards, clearly defined goals to support both student achievement and the educator's professional growth and improvement, and a plan of action for moving forward.



Step 3: Plan Implementation - Observations, Conferences, and Review of Evidence

The third step of the evaluation cycle is implementing the plan. For the duration of the cycle, the educator pursues the attainment of high-level performance on all Standards and Indicators and monitors progress on his/her goals (SLG and PPG). The evaluator provides feedback for improvement, ensures timely access to planned supports, and reviews evidence on educator performance. A single evidence source can be used to support evidence of performance on multiple Indicators and/or Standards. Additionally, the educator may choose to collect evidence for review throughout the cycle but should not create artifacts specifically for the evidence review. Educators should use documents that occur as part of everyday practice.

The observation cycle provides a foundation for dialogue, collaboration, and action. The educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**), the NEPF rubrics, and student data to develop a shared understanding of effective practice, guide ongoing reflection, monitor student performance, and determine evidence to review.

Evidence Review:

- The evaluator reviews evidence and other relevant data to demonstrate performance on the NEPF Standards and Indicators using the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**), aligning observation data to corresponding NEPF Standards and Indicators.
- The evaluator reviews preliminary SLG data to monitor educator progress on the SLG/PPG and to provide guidance and/or supports as needed.
- In addition to the NEPF frameworks, a variety of additional resources have been created to help educators identify potential evidence sources:
 - Digital and Blended Learning Evidence and Examples-In-Practice
 - o Teacher Examples in Action: Instructional Practice and Professional Responsibilities

 School Administrator Examples in Action: Instructional Leadership and Professional Responsibilities

Observation and Conference Process:

- For scheduled observations only, the educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**) to discuss the upcoming observation. **NOTE:** The questions on the tool are a guide, and all questions are not required for every observation.
- The evaluator conducts the observation. Using the **Observation/Evidence Review Tool**_(Admin: **Observation/Evidence Review Tool**), the evaluator records evidence observed during the scheduled or unscheduled observation and identifies corresponding Standards and Indicators. Observations are **NOT** scored.
- The educator and evaluator use the **Pre/Post-Observation Conference Tool** (Admin: **Pre/Post-Observation Conference Tool**) to discuss the observation, provide feedback, and identify professional learning needs.

Observation Cycle: The observation cycle consists of a pre-observation conference with the educator and the evaluator, an observation focused on the Standards, and a post-observation conference. The pre- and post-observation conferences include guiding questions and potential evidence review, as requested by the evaluator.

Personnel	Evaluation Frequency	Scheduled Observation Cycles Required per Evaluation
 Probationary educators in year one of their initial or additional probationary period Educators whose previous year rating was ineffective or developing 	1 time per year	 3 scheduled observation cycles (minimum) Supervising administrator must conduct 2 of the 3 required observations
 Probationary educators whose immediately preceding year rating was effective or highly effective 	1 time per year	 2 scheduled observation cycles (minimum) Supervising administrator must conduct 1 of the 2 required observations
 Probationary educators whose rating for two consecutive years were effective or highly effective Post-probationary educators whose previous year rating was effective or highly effective 	1 time per year	 1 scheduled observation cycle (minimum) Supervising administrator must conduct the 1 required observation
 Post-probationary educators with rating of highly effective for the two immediately preceding years 	No summative evaluation for 1 year	 1 scheduled observation cycle (minimum) Supervising administrator must conduct the 1 required observation

Figure 4: Differentiated Observation Cycle (NRS 391.675-391.730)

Pre-Observation Conferences: Each scheduled observation is preceded by a pre-observation conference. This provides the educator an opportunity to discuss needs and evidence for the strategies used. It is also recommended that the educator being evaluated leads these discussions and provides the rationale for the basis of his/her instructional practices. It is essential that both the educator and evaluator participate in professional learning experiences that ensure they are adequately prepared for participating in this type of discussion.

Observations: "Scheduled" (announced) observations are those observations for which prior notice is given AND a pre-observation conference has been held. The minimum number of scheduled observations that must be conducted by the supervising administrator is differentiated according to experience and performance as outlined in the Differentiated Evaluation Cycle (Refer to Figures 3 and 4 above). For educators, each scheduled classroom observation, as one component of the educator evaluation, needs to be conducted for a minimum of twenty minutes. Observations may be conducted by other authorized personnel.

"Unscheduled" observations follow the same procedure as scheduled observations, with the exception of the requirements for a Pre-Observation Conference and the minimum twenty-minute duration for educators. Unscheduled observations may be conducted throughout the year at the discretion of the evaluator, with no minimum or maximum. Best practices suggest more frequent observations paired with brief reflective conferences support a greater improvement of instruction.

Frequent observations provide invaluable insight into the educator's performance. These offer critical opportunities for evaluators to observe, review evidence, and analyze the educator's practice. Observations should be both scheduled and unscheduled. The evaluator uses the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**) to document the reviewing of evidence for both types of observations. Observations should **NOT** be scored as ratings should only be assigned after multiple observations are conducted to assess levels of performance.

Post-Observation Conferences: Following all observations, the post-observation conference should be a joint discussion between the educator and evaluator. This is a time during which the evaluator provides explicit feedback on performance and identifies and discusses professional learning needs. Post-observation conferences for scheduled and unscheduled observations within an observation cycle can be combined into a single meeting, regardless of the length of time between the observations, but it is recommended that a post-observation conference should be conducted no later than a week after the observation to provide the educator with timely, constructive feedback.

Based on observations and evidence, if an educator's performance is likely to be rated ineffective or developing, the evaluator uses the **Educator Assistance Plan Tool** to develop and implement an assistance plan pursuant to NRS 391.695 and/or 391.715. Early support is best; therefore, this tool should be used to provide assistance to educators at any time during the evaluation cycle.



Step 4: Mid-Cycle Goal/s Review

The fourth step, the Mid-Cycle Goals Review, is the time when the educator and evaluator formally meet to review identified evidence. The conference should be held mid-year to discuss educator progress and performance on all NEPF Standards and Indicators and progress toward attaining goals. This step is used to prompt reflection, promote dialogue between the educator and evaluator, and plan changes to practice. If appropriate, the educator and evaluator may choose to revise the SLG and/or PPG at this time. If the evaluator and educator agree that an adjustment should be made to the SLG at this time, then a follow-up conference should be scheduled to review data again and re-evaluate the progress on the SLG.

In addition, if there are patterns of evidence demonstrating performance that is potentially leading to a final rating of *ineffective* or *developing*, this is a critical time for the evaluator to discuss this evidence so there are no "surprises" during the summative evaluation. More importantly, if an educator is having difficulty, this allows the evaluator to provide the educator with the assistance required to address areas of concern (NRS 391.695 & 391.715). Evaluators use the **Educator Assistance Plan Tool** to provide recommendations for improvements in the performance of the educator and to describe the actions that will be taken to assist the educator [NRS 391.695 1(e)].

Mid-Cycle Conference: Educator and evaluator develop a shared understanding of progress and the educator's performance on the Standards and Indicators and the goals detailed in the **Goal Setting and Planning Tool**. The evaluator will identify mid-course adjustments if needed.



Step 5: Summative Evaluation and Post-Evaluation Conference

The final step is the summative evaluation, which completes a full evaluation cycle. In this step, the evaluator reviews and analyzes the **Observation/Evidence Review Tool** (Admin: **Observation/Evidence Review Tool**) data, gathers additional evidence and insights from the educator (if necessary), and identifies performance levels on the NEPF Indicators to determine Standard scores and the overall rating. A constructive summative evaluation identifies trends and patterns in performance and offers feedback for improvement. It also provides the educator with valuable information that strengthens self-reflection and analysis skills.

Scoring of the Educational Practice Category:

- The evaluator uses the data from the Observation/Evidence Review Tool (Admin: Observation/Evidence Review Tool) and any additional evidence documented throughout the cycle to identify the appropriate performance levels for each Indicator following the Teacher Instructional Practice Standards (Administrator Instructional Leadership Standards) and the Teacher Professional Responsibilities Standards (Administrator Professional Responsibilities Standards) rubrics.
- The evaluator inputs the performance levels into the **Summative Evaluation Tool** (Admin: **Summative Evaluation**). Performance levels selected may range from 1 to 4 (whole numbers only).
- The Indicator performance levels are then used to calculate the score for each Standard. This is done by averaging all performance levels for each Standard.
- Overall scores for Instructional Practice (teacher)/Instructional Leadership (administrator)/Leadership (principal supervisor) and Professional Responsibilities are calculated by averaging the scores for each Standard.

- The final Educational Practice score (unadjusted) is then determined by adding the weighted Instructional Practice (teacher)/Instructional Leadership (administrator) and Professional Responsibilities scores on the Summative Evaluation Tool_(Admin: Summative Evaluation). See Appendix A (administrator) or Appendix B (teacher) for the weights.
- Post-probationary teachers who are designated as effective or highly effective will be awarded an additional weight (adjusted score) in certain Standards and Indicators equivalent to the percentage by which the ratio of pupils for which the teacher is responsible exceeds the recommended ratio of pupils per licensed teacher set by the State Board of Education (see recommended ratios below). The adjusted score is not to exceed the maximum score that would otherwise be possible for a teacher rated as highly effective (4). The Standards and Indicators that are eligible for the additional weight are:
 - The manner in which the teacher employs the cognitive abilities and skills of all pupils, Instructional Practice Standard 2 Indicator 1 (IPS 2.1),
 - The manner in which the teacher provides an opportunity for extended discourse (IPS 3.1),
 - The manner in which the teacher structures a classroom environment (IPS 3.4),
 - The manner in which the teacher engages with the families of pupils, Professional Responsibilities Standard 4 (PRS 4), and
 - The perception of pupils of the performance of the teacher (PRS 5).

Grades	State Board of Education Recommendations for the Ratio of Pupils	
K-3	15 pupils per 1 licensed teacher	
4-12	25 pupils per 1 licensed teacher	

- Band, choir, and orchestra teachers; teachers who teach grade levels other than K-12; and teachers who do NOT provide direct, regular instruction to students are not eligible for the class size adjustment. Teachers who teach multiple subjects should receive the class size adjustment for all eligible courses (e.g., a band teacher who teaches 4 sections of band and 2 sections of guitar should receive an adjustment for the 2 guitar classes).
- Teachers who teach multiple grade levels should receive an adjustment based on the lowest grade level taught (e.g., a teacher who teaches grades 3 and 4 should receive an adjustment based on the 15:1 ratio).

Scoring of the Student Performance Category:

Student performance is an important part of the evaluation and is measured via the Goal Setting and Planning Guide (see Appendix D). The educator shares the data gathered throughout the SLG process. The evaluator reviews the data and uses the SLG Scoring Rubric to determine an SLG score of 1 to 4 based on the progress made toward previously set targets. This number is then weighted and becomes the Student Performance Domain score of the Summative Evaluation. See Appendix A (administrator) or Appendix B (teacher) for the weight.

NOTE: Pursuant to NRS 391.695 and NRS 391.715, student performance measures are not to be included in the evaluation of educators in their initial year of probation.

Evaluation Conference:

During the final evaluation conference, the educator and evaluator review the evidence on which the final rating was determined and discuss the scores and feedback given within the **Summative Evaluation Tool**_(Admin: **Summative Evaluation**).

The final scoring ranges used to determine the final rating for educators were recommended by the TLC and approved by the State Board of Education for the 2021-22 school year and beyond.

Figure 5: NEPF Scoring Ranges

Overall Score Range	Final Rating
3.6 - 4.0	Highly Effective
2.8 - 3.59	Effective
1.91 - 2.79	Developing
1.0 1.9	Ineffective

Educators must:

- Demonstrate an SLG rubric score of 2, 3, or 4 to be eligible to receive an Effective summative rating.
- Demonstrate an SLG rubric score of 3 or 4 to be eligible to receive a Highly Effective summative rating.

For educators who receive a Highly Effective rating for two consecutive years, the final summative evaluation requirement is waived the following year; however, educators who meet this criterion are expected to participate in the evaluation cycle. Evaluators complete the **Summative Evaluation Exemption Verification Tool.** During the subsequent school year, educators who met this criterion will once again participate in the evaluation cycle and receive a summative evaluation (three-year cycle: 2 years of earning a Highly Effective summative rating + one year of a summative evaluation waiver).

NOTE: <u>NRS 391.725</u>, as updated by SB 475 passed during the 80th Legislative Session, describes the statement that must be included on the evaluation of a probationary educator if he or she is to receive a rating of 'Ineffective.' The statement reads as follows:

"Please be advised that, pursuant to Nevada law, your contract may not be renewed for the next school year. If you receive an 'ineffective' evaluation and are reemployed for a second or third year of your probationary period, you may request that your next evaluation be conducted by another administrator. You may also request, to the administrator who conducted the evaluation, reasonable assistance in improving your performance based upon the recommendations reported in the evaluation for which you request assistance, and upon such request, a reasonable effort will be made to assist you in improving your performance."

Glossary

Administrator Instructional Leadership Standards - Instructional leadership practices intended to support the practice of effective teaching in the classroom.

Administrator Professional Responsibilities Standards_- Practices intended to promote collaboration and teamwork, personal growth and leadership, professionalism, and importance of building positive relationships with all stakeholders.

Administrators – Per <u>NRS 391.650</u>, an administrator is any employee who holds a license as an administrator and who is employed in that capacity by a school district. NAC 391.569 further clarifies that an administrator means a person employed by a school district who provides primarily administrative services at the school level and who does not provide primarily direct instructional services to pupils, regardless of whether such a person is licensed as a teacher or administrator, including, without limitation, a principal and vice principal.

All Students – For the purpose of the NEPF, 'all students' refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, SES). A teacher must demonstrate that all students are being well served by instruction. While not always directly observable, the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students. The student learning goal allows for a targeted student population within an educator's caseload. Within the SLG, 'all students' refers to that targeted population.

Data – Information, including classroom observations, student achievement scores, and artifacts, gathered during the evaluation process for determining educator performance.

Defensible – Having grounds to deem a conclusion or judgment valid and reliable based on various measures and assessments.

Diverse Learners – Those students who, because of gender, ethnic background, socioeconomic status, learning styles, disabilities, or limited English proficiency, may have academic needs that require varied instructional strategies to help them learn.

Domain – Primary area of focus for evaluation. For example, in the Teacher Evaluation the three domains are Instructional Practice, Professional Responsibilities, and Student Performance. NEPF Domains are made up of standards.

Educator – The individual upon whom an evaluation is performed.

Educator Assistance Plan Tool - Tool used by the educator and evaluator to develop and implement an assistance plan as necessary pursuant to NRS 391.695 (teachers) & 391.715 (administrators) as part of the Mid Cycle Review, but it may be completed earlier if appropriate.

Evaluation Cycle – Consists of the goal-setting and self-assessment processes and a number of supervisory observation cycles with feedback provided to educators with feedback throughout the process. The number of observation cycles within an evaluation cycle is differentiated based on educator status. See Figure 3.

Evaluator – The individual in an evaluation system that collects educator data, analyzes the data, and collaborates with educators to provide feedback and support, and to make judgments regarding performance.

Evidence – Data gathered through the evaluation cycle to support educators' progress on NEPF indicators, standards, and domains. Includes supervisor observation and progress towards meeting the Student Learning Goal.

Feedback – Information and/or recommendations given to an educator about performance which is based on evaluation results. Feedback is intended to provide insight to the educator so that professional learning can be targeted and improvements in performance can be achieved.

Framework – The system by which the measures are combined to evaluate the effectiveness of educators and make overall performance decisions. For example, the NEPF is a framework.

Goal Setting and Planning Tool – Tool used by teachers and school administrators to set a Student Learning Goal (SLG) and Professional Practice Goal to measure the Student Performance Domain.

Indicator – Specific activity or process demonstrated by the educator being evaluated which provides evidence of the NEPF standard or professional practice being measured. Indicators are the building block of NEPF standards.

Level – The position or rank of an educator's performance for each indicator, as determined using the rubric, observations, and evidence.

Measure – An instrument or basis for comparison used to assess educator or student performance. Examples of measures could be published assessments or a specific classroom observation rubric.

NEPF Protocols – Per <u>NAC 391.579</u> the NDE document specifies the requirements to support the implementation of the Nevada Educator Performance Framework. It is updated annually.

Observation/Evidence Review Tool (Admin: Observation/Evidence Review Tool) - Tool used by the evaluator to note evidence throughout the observation and review evidence during the post observation conference. The evaluator uses this tool to record feedback provided to the educator, review the evidence presented/observed for alignment with Standards and Indicators, and check progress toward goals.

Performance Criteria – The specific performance thresholds that need to be met for an established goal/standard.

Pre/Post-Observation Conference Tool (Admin: Pre/Post-Observation Conference Tool) - Tool used by the educator and evaluator to discuss an upcoming scheduled observation, or to discuss recent scheduled and/or unscheduled observations. It is intended to guide thinking and conversation. The questions on this form serve as a guide to start conversation and are not required.

Professional Learning – The process by which educators' competencies and capacities are increased, including but not limited to, professional development sessions, job-embedded support, coaching, observing and/or mentoring, peer reviews, etc.

Reliability – The extent to which an assessment or tool is consistent in its measurement. There are several types of reliability:

- Intra-rater the degree to which an assessment yields the same result when administered by the same evaluator on the same educator at different times
- Inter-rater the degree to which an assessment yields the same result when administered by different evaluators on the same educator at the same time
- Internal consistency the degree to which individual components of an assessment consistently measure the same attribute
- **Test/Retest** the degree to which an assessment of the same educator yields the same result over time

Self-Assessment Tool (Admin: Self-Assessment Tool) - Tool used by the educator to reflect on practice and identify strengths and areas for growth/improvement based on supporting evidence.

Self-Monitoring Tool (Admin: Self-Monitoring Tool) - This tool, an alternative for the Self-Assessment Tool, is intended to assist educators as they engage in self-reflection in preparation for and provision of face-to-face, digital, or blended instruction. It should be used as a space to honor the quality work of the educator and to identify priority areas for growth on which the educator would like to focus for the upcoming year.

Source of Growth or Achievement: the assessment(s) or tool(s) used to measure student progress for the Student Learning Goal. Acceptable sources of student growth or achievement include, but are not limited to, course-embedded, teacher-developed, or published assessments that align with the standard identified as the area of highest student need.

Standard – Clearly defined statements and/or illustrations within NEPF domains that capture what all teachers are expected to know and do. Standards operationalize the categories by providing measurable goals. For example, the Professional Practice Standards. NEPF standards are made up of individual indicators.

Standard Score – The overall point value for each standard. Each score is based on the Indicator levels of performance determined by quality observation data and evidence collected throughout the evaluation cycle.

Student Achievement – The performance of a student on any particular measure of academics.

Summative Evaluation Exemption Verification Tool – Tool used for educators who received a Highly Effective rating for two consecutive years and are eligible to have the final summative evaluation requirement waived.

Summative Evaluation Tool (Admin: **Summative Evaluation**) – Tool used to provide educators with their final summative evaluation scores, evidence-based narrative of the teacher's strengths and areas for growth according to his/her performance on the Instructional Practice and Professional Responsibilities Standards and Indicators, and final rating.

Teacher Instructional Practice Standards – Five high-leverage instructional practices intended to reflect the practice of effective teaching in the classroom.

Teacher Professional Responsibilities Standards – Five practices intended to promote collaboration and teamwork, personal growth and leadership, professionalism, and importance of building positive relationships with all stakeholders.

Teachers – Pursuant to <u>NRS 391.650</u>, teacher means a licensed employee the majority of whose working time is devoted to the rendering of direct educational service to pupils of a school district.

Teachers and Leaders Council (TLC) – Sixteen member council consisting of: The Superintendent of Public Instruction, or his or her designee; the Chancellor of the Nevada System of Higher Education, or his or her designee; four public school teachers; two public school administrators; one superintendent of schools; two school board members; one representative of the regional professional development programs; one parent or legal guardian; one school counselor, psychologist, speech-language pathologist, audiologist or social worker who is licensed; and two persons with expertise in the development of public policy relating to education. The purpose of the TLC is to make recommendations to the State Board concerning the adoption of regulations for establishing a statewide performance evaluation system.

Validity – The extent to which an assessment or tool measures what it intends to measure. There are several types of validity:

- **Content Validity** Refers to the match between the items of a measurement tool and the entire domain in purports to measure
- **Construct Validity** Whether a test actually measures the construct it intends to measure, including the ability to distinguish among types of performance and types of performers.
- Face Validity According to those familiar with the measure, measures with high face validity appear to be measuring what they purport to measure.
- **Predictive Validity** Refers to whether a measurement tool actually predicts scores on another measure that it should theoretically predict.

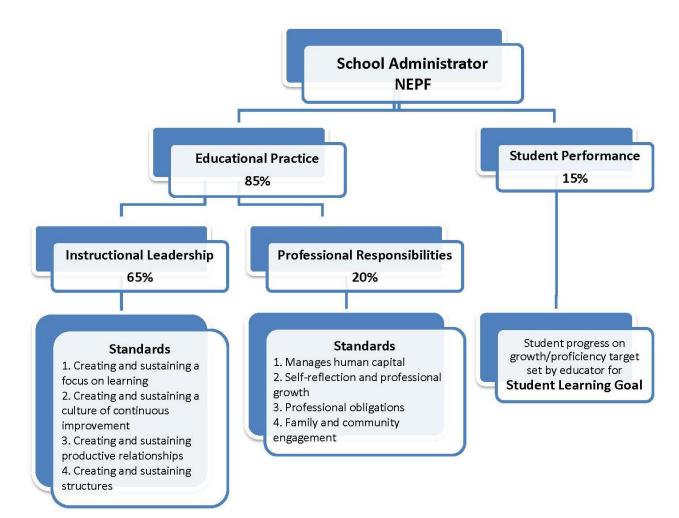
Weight – The relative importance applied to an NEPF domain in determining an educators' final NEPF rating.

Appendix A – School Administrator Framework

Overview of the Framework

The NEPF for School Administrators consists of two categories and three domains. The Educational Practice Category consists of the Instructional Leadership and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education (see Figure 6 below).

Figure 6: School Administrator Category Weights



Educational Practice

The School Administrator Framework and Teacher Framework align in structure as well as in orientation to stakeholder values. The Instructional Leadership Domain sets the parameters for measuring administrator behavior to be an instructional leader, while also specifically monitoring teacher performance. The Professional Responsibilities Domain addresses the standards for administrator responsibilities that support improvements in teachers' practice as well as providing the structural supports to ensure teacher success. This alignment with the Teacher Framework ensures that administrators are evaluated on their ability to provide the structural support and feedback to help teachers improve their practice.

The School Administrator Standards and Indicators were determined as a result of a rigorous review of existing administrator leadership standards, including but not limited to the Interstate School Leaders Licensure Consortium (ISSLC) and the National Board of Administrator Leadership Standards (NBPLS). Based on these standards, and in an explicit effort to align the administrator evaluation with the Standards and Indicators identified in the teacher framework, the Teachers and Leaders Council (TLC) identified the four high-leverage Instructional Leadership Standards identified below. As with the Teacher Framework, this approach operationalizes a narrowed focus to ensure that due concentration is paid to effectiveness and fidelity of implementation.

School Administrator Instructional Leadership Standards and Indicators

Standard 1: Creating and Sustaining a Focus on Learning

- Indicator 1: The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate.
- **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data.
- **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth.
- Indicator 4: The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- Indicator 1: The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development.
- **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures.
- **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement.
- **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status.

Standard 3: Creating and Sustaining Productive Relationships

- Indicator 1: The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community.
- Indicator 2: The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes.
- Indicator 3: The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.

• Indicator 4: The school-level administrator has structures and processes in place to communicate and partner with teachers, and parents in support of the school's learning goals.

Standard 4: Creating and Sustaining Structures

- Indicator 1: The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate.
- Indicator 2: The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate.
- Indicator 3: The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

School Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital

- Indicator 1: The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance.
- Indicator 2: The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers.
- **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities.
- Indicator 4: The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.

Standard 2: Self-Reflection and Professional Growth

- Indicator 1: The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices.
- **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.

Standard 3: Professional Obligations

- **Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families.
- **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community.
- Indicator 3: The school-level administrator respects the rights of others with regard to confidentiality and dignity and engages in honest interactions.
- Indicator 4: The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family and Community Engagement

- **Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment.
- **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts.
- Indicator 3: The school-level administrator connects students and families to community health, human and social services as appropriate.

Student Performance

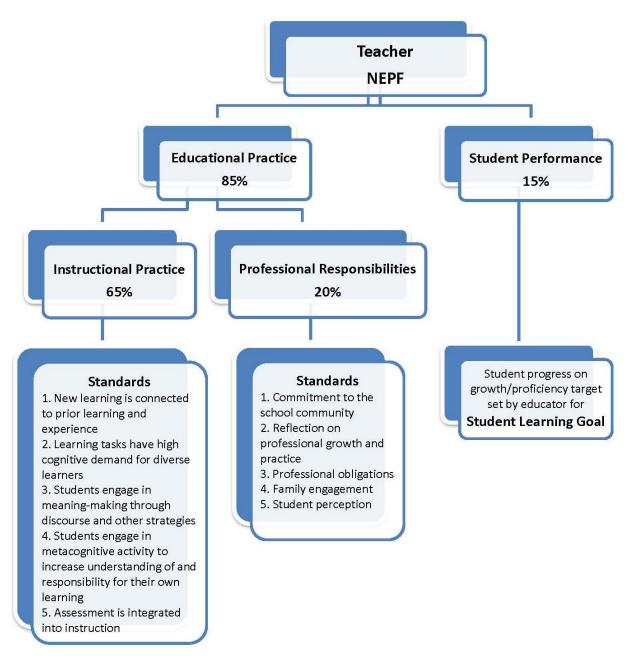
The school administrator evaluation system contains a Student Performance Domain, which includes data reflecting student growth and proficiency over time. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. Many variables can affect the relationship between student growth and educator performance. As new educator evaluation models are implemented, advances in research and best practices are anticipated. Nevada's approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Appendix B – Teacher Framework

Overview of the Framework

The NEPF for Teachers consists of two categories and three domains. The Educational Practice Category consists of the Instructional Practice and Professional Responsibilities Domains. The Student Performance Category is the Student Performance Domain. Each domain is weighted differently as recommended by the TLC and approved by the State Board of Education (see Figure 7 below).





Educational Practice

The Teacher Framework assesses teacher performance across two domains: Instructional Practice and Professional Responsibilities. The Instructional Practice Domain identifies and defines the standards for measuring teacher behavior as he/she delivers instruction in the classroom, while also specifically monitoring student behavior. The Professional Responsibilities Domain addresses the standards for what a teacher does outside of instruction to influence and prepare for student learning at each student's highest ability level in the classroom and to promote the effectiveness of the school community.

The teacher domains were determined as a result of a rigorous national review of existing standards, including but not limited to the Interstate Teacher Assessment and Support Consortium (InTASC), the National Board for Professional Teaching Standards (NBPTS), and examples from other states. The focus on Instructional Practice was based on guidance from national experts and the reinforcement of research. Narrowing the scope to the assessment of Instructional Practice and Professional Responsibilities Standards broadens the depth and breadth of the system. The Standards are based on a vast body of empirical evidence, as detailed in the Literature Review, demonstrating an immediate and important connection to fostering student success by building students' 21st century skills so they graduate college and career ready.

The performance Indicators for each Standard and the corresponding rubrics were developed by Dr. Margaret Heritage and her team at the University of California, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST). The rubrics and associated performance levels to assess the Indicators were designed to look at teacher and student behavior, with a focus on outcomes versus processes.

Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience

- Indicator 1: The teacher activates all students' initial understandings of new concepts and skills.
- Indicator 2: The teacher makes connections explicit between previous learning and new concepts and skills for all students.
- Indicator 3: The teacher makes clear the purpose and relevance of new learning for all students.
- Indicator 4: The teacher provides all students opportunities to build on or challenge initial understandings.

Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners

- Indicator 1: The teacher assigns tasks that purposefully employ all students' cognitive abilities and skills.
- Indicator 2: The teacher assigns tasks that place appropriate demands on each student.
- Indicator 3: The teacher assigns tasks that progressively develop all students' cognitive abilities and skills.
- Indicator 4: The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability, and socio-economic status.

Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies

- Indicator 1: The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Indicator 2: The teacher provides opportunities for all students to create and interpret multiple representations.
- Indicator 3: The teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.
- Indicator 4: The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning

- Indicator 1: The teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Indicator 2: The teacher structures opportunities for self-monitored learning for all students.
- Indicator 3: The teacher supports all students to take actions based on the students' own selfmonitoring processes.

Standard 5: Assessment is Integrated into Instruction

- Indicator 1: The teacher plans on-going learning opportunities based on evidence of all students' current learning status.
- Indicator 2: The teacher aligns assessment opportunities with learning goals and performance criteria.
- Indicator 3: The teacher structures opportunities to generate evidence of learning during the lesson of all students.
- Indicator 4: The teacher adapts actions based on evidence generated in the lesson for all students.

Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community

- **Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students.
- **Indicator 2**: The teacher takes an active role in building a professional culture that supports school and district initiatives.
- **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Standard 2: Reflection on Professional Growth and Practice

- Indicator 1: The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice.
- **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community.
- Indicator 3: The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.

Standard 3: Professional Obligations

- Indicator 1: The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families.
- Indicator 2: The teacher models integrity in all interactions with colleagues, students, families, and the community.
- **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.

Standard 4: Family Engagement

- Indicator 1: The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress.
- Indicator 2: The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning.
- Indicator 3: The teacher informs and connects families and students to opportunities and services according to student needs.

Standard 5: Student Perception

- Indicator 1: The students report that the teacher helps them learn.
- Indicator 2: The students report that the teacher creates a safe and supportive learning environment.
- Indicator 3: The students report that the teacher cares about them as individuals and their goals or interests.

Student Performance

The teacher evaluation system contains a Student Performance Domain, which includes data reflecting student growth and proficiency over time. Linking student growth and educator performance is a critical factor within evaluation models as it has the potential to transform the profession. Many variables can affect the relationship between student growth and educator performance. As new educator evaluation models are implemented, advances in research and best practices are anticipated. Nevada's approach to measuring student growth may be adapted according to emergent research and information from national and state validation efforts.

Appendix C – Key Words in the Performance Descriptors (Teachers)

Level 4

All Students: To receive a Performance Level 4, a teacher needs to demonstrate that all the students are being well served by instruction. This is indeed a high bar which teachers may strive for, yet not fully reach. If the evaluator, through direct observation, is able to judge that all but one or two students are being addressed with respect to the indicator, then the teacher must demonstrate through other evidence sources that he or she has made every possible effort to reach all students.

Fully: The descriptor fully, which is only included for Level 4 performances, conveys that the teacher is enacting the standard to the greatest degree or extent. For example, the teacher must adapt his or her instruction to the greatest extent possible in response to evidence of learning during the lesson (Standard 5: Indicator 4); or all students can fully explain the intended learning (Standard 4: Indicator 1).

Clearly: This descriptor is used for Level 4 teachers and indicates that the teacher has performed to the maximum level possible and has been successful in communicating to students. For example, the teacher explicitly – and in a way that is understandable to students – communicates how the new learning is connected to longer-term goals, for example to the standards, or to the overall goals of the unit, or to how this learning is connected to competencies for college and career (Standard 1: Indicator 3).

Effective/Effectively: The descriptors effective and effectively are included for Level 4 performances only. They signal that the teacher has achieved the instructional goal to the maximum extent possible. For example, in the performance level descriptor "the teacher uses effective strategies to help students see connections and relationships between previous and present learning" (Standard 3: Indicator 3), there should be evidence that the strategies the teacher has used have been completely successful in helping all students to see connections and relationships.

Appropriate: This descriptor is used only in Standard 2: Indicator 2 and is used for the Performance Level 4. If tasks are at an appropriate level of challenge, this means that they have been carefully designed by the teacher to match the students' individual levels of learning – they are neither too easy, nor too hard and they will serve to advance student learning.

Level 3

Most Students: To receive a Performance Level 3, a teacher needs to demonstrate that most students are being well served by instruction. There should be evidence of the teacher's intention to address all students' initial understandings, even though this did not happen in practice. (When a teacher demonstrates that most students are not well served by instruction, the performance is a Level 2)

Adequately/Adequate: The descriptor adequately, which is only included for Level 3 performances conveys that the teacher's practice is satisfactory but does not reach the level of the greatest extent possible. Similarly, the term adequate is used to indicate that the teacher has performed satisfactorily. For example, the teacher providing adequate guidance indicates the guidance was satisfactory in accomplishing the teacher's intended purpose (Standard 3: Indicator 1).

Generally: The descriptor generally is used for Level 3 performances and indicates that the teacher has for the most part achieved the instructional goal. For example, "generally engages student thinking" and "generally supports their understanding" indicates that the teacher has been mostly successful in engaging student thinking and supporting their understanding but has not reached the standard indicated by 'effective' – i.e., to the greatest extent possible (Standard 3: Indicator 2). The descriptor generally is also used for Level 2 performances, for example, "student reflection is generally unrelated to learning goals…" (Standard 4: Indicator 2). In this instance, the evidence conveys that while the teacher might have attempted to support student reflection, it is not successfully accomplished.

Sufficiently: The descriptor sufficiently is included for Level 3 performances and conveys that the teacher has provided enough information or used enough strategies to reach the intended goal of instruction. For example, the strategies the teacher uses to connect new learning goals to longer-term goals accomplish the intended purpose (Standard 1: Indicator 3)

Level 2

Some or Few: A teacher receives a Performance Level of 2 if the majority of students are not being well served by instruction or example (Standard 2: Indicator 2).

Insufficiently: This descriptor is used for Level 2 performances to signal that the teacher has not successfully accomplished the instructional/assessment goal. For example, "performance criteria are insufficiently specified" indicates that the teacher has been unsuccessful in providing the criteria for the intended purpose (Standard 5: Indicator 1).

Inadequately: The descriptor inadequately, which is used for Level 2 performances, conveys that the teacher has not adequately accomplished the instructional/assessment goal. For example, the way the teacher attempts to activate most students' initial understandings is limited and does not result in initial understandings being activated (Standard 1: Indicator 1).

Minimally: This descriptor is reserved for the Performance Level 2 and indicates that the instructional goal has not been met. For example, a teacher might have attempted to guide students to a deeper understanding of a concept, but the attempt was not successful (Standard 3: Indicator 1).

Limited: This descriptor is used only for Level 2 performances, limited refers to a practice that the teacher has tried to enact a specific practice, but the practice is not well developed nor is it successful in meeting intended goals. For example, the teacher "uses limited strategies" indicates that the strategies are not well developed enough to achieve the goal (Standard 3: Indicator 3) and there are "only limited opportunities" for student reflection in the lesson indicates that the opportunities are not successful in meeting the goals (Standard 4: Indicator 2).

Somewhat: This descriptor is included for Level 2 performances. It indicates that while the teacher may have attempted to enact a specific practice, it was not successful in achieving the goal. For example, the strategies the teacher uses are not successful in furthering the students' understanding (Standard 3: Indicator 3).

Level 1

No, or almost no: A teacher receives a Performance Level 1 when there is no, or almost no, evidence that any student is being served well by the instructional practice. For example, the evaluator finds there is no evidence that the teacher attempts to activate students' initial understandings (Standard 1: Indicator 1) or there is no evidence that the teacher plans any ongoing learning opportunities based on evidence (Standard 5: Indicator 3).

Key Words in the Descriptors of NEPF Admin Performance

A review of this resource should make it clear that a performance level of 4 is the high bar for which educators should strive, but it is not that easy to attain.

Level 4

The administrator is a highly effective leader within the school, fully supporting the learning of all staff and students, while cultivating a shared vision and high expectations embedded within a fully welcoming, collaborative school environment. The administrator uses a variety of communication processes to engage a broad range of stakeholders while consistently modeling self-reflection and the pursuit of fully aligned, varying professional learning opportunities. Common words to describe this performance level include fully, clearly, effectively, and continually. Performance Level 4 denotes highly effective practice.

Level 3

The administrator is generally an effective leader within the school, sufficiently supporting staff and students while creating a vision and appropriate expectations embedded within a welcoming, collaborative school environment. The administrator communicates with and engages stakeholders while modeling self-reflection and the pursuit of aligned professional learning opportunities. Common words to describe this performance are adequately, generally, and sufficiently. Performance Level 3 denotes effective practice.

Level 2

The administrator demonstrates inadequate leadership within the school. The administrator attempts to support staff and students, but his or her vision and expectations, and attempts to create a welcoming, collaborative school environment are of inconsistent quality or are inappropriate for most staff and students. The administrator minimally communicates with or engages a limited range of stakeholders and rarely models self-reflection or the pursuit of appropriate professional learning opportunities. Common words to describe this performance are inadequately, insufficiently, minimally, limited, or somewhat. Performance Level 2 denotes developing practice (minimally effective).

Level 1

The administrator demonstrates little or no attempt to support staff and students, create a vision and appropriate expectations, or cultivate a welcoming school environment, or attempts to do so are unsuccessful. The administrator does not actively communicate with or engage stakeholders and refuses to participate in appropriate. Common words to describe this performance are does not, rarely. Performance Level 1 denotes ineffective practice.

Appendix D – Goal Setting and Planning Guide

Student Learning Goals – Teachers

SLGs are an approach to measuring student learning and the impact a teacher has on student learning. The SLG process provides an opportunity for teachers to collaborate with other teachers and with their evaluators to set meaningful academic goals for their students. SLGs are long-term, measurable, academic goals set for students to accomplish by the end of a course. Developing an SLG includes identifying the most important learning content for the year alongside teachers of the same content area (if available), reviewing student academic and social data, setting a long-term goal for students, measuring the long-term goal along the way, and evaluating student attainment of the goal at the end of the school year. The SLG process empowers teachers to set a goal for their own students and facilitates deep collaboration between teachers and evaluators to ensure that students reach the goal.

- SLGs encourage a collaborative process. The process of developing SLGs involves collaboration among teams of teachers across grade levels or subject areas to identify the "most important" content.
- SLGs reinforce and can help formalize good teaching practice. The SLG process involves interpreting data, setting the goal, using data to assess progress, and adjusting instruction based on data collected.
- SLGs acknowledge the value of teacher knowledge and teaching skills. Teachers have input on how student learning is measured.
- SLGs are adaptable. They are not dependent on the availability of standardized assessment scores. They can also be adjusted or revised based on changes in standards, curriculum, student population, and/or student needs.

Student Learning Goals – School Administrators

The SLGs serve much the same purpose for school administrators as for teachers. Collaboration among school administrators within the school and across schools helps to ensure that the SLGs are aligned with the school and district vision. School administrators review student academic and social data, set a long-term goal for students, provide the instructional leadership to help teachers improve practice to positively impact student learning, measure progress toward the goal, and evaluate the attainment of the goal at the end of the school year. Administrators are responsible for creating the culture, climate, and organizational structure that allows teachers to perform at their most effective levels.

SLG Process

Student Learning Goals are not just about the goal that an educator sets for his/her students - they also emphasize the process educators use to set and monitor student progress towards the desired goal. The collaboration and analysis required for successful SLG implementation align with effective practices more broadly. Educators engage in a collaborative process with their teams and ultimately collaborate with their evaluator to establish long-term, measurable, academic goals for their students. There are three main steps to the SLG process as outlined below: Step1: Develop and Approve SLG (Goal Setting and Planning Taol) Step 2: Monitor Progress toward SLG

(Mid-Cycle Review

Conference)

Step 3:

Evaluate Attainment of SLG (SLG Rubric and Summative Evaluation Tool)

Step 1: Develop and Approve the SLG

- Review course objectives and standards and identify the most important learning for the year
- Identify the assessment/s that will be used to measure student progress toward the SLG
- Review and collect baseline data
- Draft the SLG, using the **Goal Setting and Planning Tool**, and set performance targets based on baseline data
- Evaluation of the proposed SLG and approval by the evaluator

The SLG must align with Nevada Academic Content Standards (NVACS) or other approved standards. There must be a conversation between the educator and the evaluator to establish and reach agreement on the final student learning target and the measure of student growth and achievement for the SLG. Student need within the content area must be a part of that conversation. Measures of student growth and achievement used for the SLG may be part of course-embedded assessments and grading practices and may occur as part of everyday practice; SLG measures do not have to be mutually exclusive.

When possible, educators should work together (e.g., in grade level or content teams) to review and determine the most important standards and content for students to master. Additionally, educators should work together to analyze student performance trends and select or develop common measures for assessing student content knowledge and skills. The administrator should create teams of teachers to work together to review standards, identify priorities, select common measures, and establish goals.

The SLG should be horizontally and vertically aligned, when applicable. To develop horizontally aligned goals, all teachers in the same grade level and/or content area should collaborate to set SLGs and then each teacher should set specific targets based upon his or her own students' baseline knowledge and skills. When developing a vertically aligned SLG, teachers across grade levels and/or departments should communicate and collaborate to ensure that students are progressing as expected.

Setting targets for the SLG can be complex. Educators should use baseline and trend data to help set appropriate SLG targets. Targets should be ambitious and feasible for the students identified. The SLG target may address an educator's caseload, a single class, or a subset of students. Tiered targets may be necessary to address the needs of all identified students (e.g. students performing differently on baseline measures of student achievement or students whose growth may have a different end of course target than other students of the identified population.) If a subset of students is used or if tiered targets are set, the rationale should be provided. The main questions the evaluator should ask are:

SLG

- Does the SLG focus on a standard that aligns with an area of high need?
- Does it align with department and/or school goals?
- What data was collected to set the baseline?
- How was the target goal set? Were different student populations accounted for by setting differentiated targets?
- How were students selected to be in the target group and why were they selected?
- What assessment/s will be used to measure student growth and why was it selected?
- How will students' progress be monitored? When will data be collected?
- Is the goal S.M.A.R.T. (Specific and Strategic; Measurable; Action-Oriented and Achievable; Realistic, Relevant and Results-Focused; Timed and Tracked)?

PPG

- Does the PPG support the educator's ability to meet the SLG?
- Does the PPG align with one of the NEPF Standards/ Indicators?
- How will the educator measure progress on meeting the PPG?
- Is the goal S.M.A.R.T. (Specific and Strategic; Measurable; Action-Oriented and Achievable; Realistic, Relevant and Results-Focused; Timed and Tracked)?

There must be a conversation between the educator and the evaluator to establish and reach an agreement on the final student-learning target and the measure of student growth and achievement for the SLG. In addition, the conversation should include a review of the SLG Rubric to ensure there is a shared understanding of how the SLG will be scored. The SLG must be approved by the evaluator.

Step 2: Monitor the Progress of the SLG

- Delivery of instruction/instructional leadership
- Adapt instruction/instructional leadership plans based on data collected
- Monitor progress and discuss with team and/or evaluator
- Revise supports and interventions as needed
- Educator and evaluator adjust SLG at the Mid-Cycle Goal/s Review conference if necessary

The educator evaluates students' progress throughout the course of instruction. This information is part of an ongoing conversation between the educator and evaluator via observation conferences. Progress toward the SLG and the educator performance observed should be closely linked and discussed throughout the evaluation cycle.

The Mid-Cycle Goal/s Review conference is the time when the educator and evaluator formally meet to discuss progress toward the SLG and the educator's performance to date. The evaluator and educator review the evidence (data collected) to determine whether the SLG has been met or is on track to be met. If it becomes clear that the SLG can be improved or is no longer appropriate, adjustments may be considered if:

- Based on new information gathered since the SLG was set, the goal fails to address the most important learning challenges in the classroom and/or school.
- New, more reliable sources of evidence are available.
- The class composition has significantly changed.
- Teaching schedule, assignment, or personal circumstance has significantly changed.

If the evaluator and educator agree that an adjustment should be made to the SLG at this time, then a follow-up conference should be scheduled to review data again and re-evaluate the progress on the SLG. In addition, the evaluator may use the **Educator Assistance Plan** to provide specific resources and directives to the educator if evidence from observations warrants the additional instructional/ instructional leadership guidance.

As a reminder, as part of the review process, the evaluator and educator should also review progress on the Professional Practice Goal (PPG) to determine if it has been met, if it needs to be adjusted, or if any additional support is needed to meet that goal.

Step 3: Evaluate the Attainment of the SLG

- Assess students' progress toward SLG using previously approved assessments
- Analyze results
- Educator and evaluator review the results
- Evaluator reviews SLG attainment and evaluates the level of achievement of the SLG before assigning the score based on the SLG Scoring Rubric (Figure 8)
- Educator and evaluator reflect on process and results to improve student learning and educator
 practice

Near the end of the evaluation cycle, students are assessed, and results are then compared to expectations set in the SLG. Based on previously set targets, the Student Learning Goal Scoring Rubric (Figure 8) is used to determine the educator's score from 1 to 4. This number becomes the raw Student Performance Domain score of the **Summative Evaluation Tool** (Admin: **Summative Evaluation**). The evaluator and educator discuss this information during the Post Evaluation Conference for the purposes of reflection and to inform the improvement of the process for the following school year.

Figure 8: Student Learning Goal Scoring Rubric

SLG Scores	Score Descriptors			
High = 4	At least one source of growth or achievement from multiple points in time shows evidence of high growth and high impact for all or nearly all students on which the SLG was set.			
Moderate = 3	At least one source of growth or achievement from multiple points in time shows clear evidence of growth and impact for most students on which the SLG was set.			
Low = 2At least one source of growth or achievement from multiple points in shows clear evidence of growth and impact for some students on which the SLG was set.				
Unsatisfactory = 1	The educator has not met the expectation described in the SLG and has demonstrated an insufficient impact on student learning.			

NOTE: State law requires that the evaluation of a probationary educator in his or her initial year of employment as a probationary teacher or administrator must NOT include student performance data. It also stipulates that the evaluation of educators at a school designated as a turnaround school (<u>NRS</u> <u>388G.400</u>) must NOT include student performance data for the first and second years after the school has been designated as a turnaround school (<u>NRS 391.695 and 391.715</u>)

Student Learning Goals – Choosing Quality Assessments

Choosing high-quality assessments is an integral component of the SLG process. A quality assessment provides an indication of the degree to which a teacher has impacted his or her students' learning in the course. For assessment data to facilitate collaborative inquiry and conversations between educators and evaluators, assessment data from multiple points in time should be available. For clarification, it is not required to have more than one type of assessment to measure the SLG. It is necessary to have assessment data available from multiple points in time to facilitate conversations around the educators' impact on student learning.

Nevada regulations (R138-17) require that the assessments must show ALL of the following:

- Alignment with content standards/NVACS and curriculum,
- Alignment with the intended level or rigor,
- Psychometric quality of validity and reliability to the highest degree feasible.

If practical, educators should use standardized assessments to measure their SLG. If no assessment matches the identified content standards on which the SLG has been set, the educator may choose to modify an existing assessment or develop a new assessment so long as it is reviewed to ensure validity and reliability.

Additionally, steps should be taken between educators and evaluators to collaboratively monitor the use of each source of student growth and achievement and calibrate the scoring thereof. Further, a school or school district should continually monitor the assessments used to measure the Student Learning Goal to ensure that they incorporate the features above.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 16

Evidence of Demand

Nevada Classical Academy Elko Application ATTACHMENT 16: Evidence of Demand

Nevada Classical Academy Elko managed the Intent to Enroll form and process through an online Google Form. The form can be found <u>here</u>. The respondent data is provided Attachment 16. This form has been shared with interested parents and community members regularly through social media, advertising, community events, flyers, and word of mouth. It is also easily accessible on our website, <u>www.nevadaclassicalacademyelko.org</u>.

As of April 15, 2024, 107 children were listed on the NCAE Intent to Enroll form who will be in grades K-3 in the 2025-2026 school year. To allow for slow, intentional growth, NCAE intends to open with grade levels K-3.

 Interest to Enroll by Grade	Interest By Zip Code		Current School By Category		



Nevada Classical Academy Elko Charter Application

ATTACHMENT 17

Incubation Year Planning Table



Nevada Classical Academy Elko Charter Application

ATTACHMENT 18

Secured Facility Documentation



Planning Year	Activity	Person	Activity	
Milestones		Responsible	Date(s)	
	TALENT			
Hiring Process	Develop Staff Handbook	Principal	September - November	
	Finalize and Approve Salary Schedules and Benefit Packages	Principal, Board	September - November	
	Create Employee Packets	Principal	November - December	
Recruitment and Hiring	Recruit, Interview and Hire Office Manager	Principal	October - December	
	Finalize and Approve All Job Descriptions	Principal, Board	September - November	
	Develop Recruiting Plan, Create Marketing Materials and Position Announcements	Principal	November - December	
	Post Openings, Conduct Interviews and Reference Checks	Principal, Committee	January - April	
	Offer Positions and Conduct Background Checks	Principal, Office Manager	February - April	
New Employee	Train Office Manager	Principal	January	
Onboarding	Compile New Employee Paperwork	Office Manager	March - June	
	Finalize Plan for Staff Orientation and Training Dates, Secure	Principal, Office Manager	May-July	
	Materials			
0 1	INSTRUCTION	D · · 1	Ŧ	
Curriculum	Develop and Approve Curriculum Purchase List	Principal, Board	January - May	
	Develop NVACS/Scope and Sequence Documents and Plans	Principal	January - June	
Instruction	Plan August Staff Orientation Final Schedule	Principal	March - June	
	Develop Classroom Set-Up and Materials Lists/Inventory	Principal, Office Manager	April - June	
Assessment	Develop Staff Assessment Tools	Principal, Office Manager	January - April	
	Finalize Assessment Schedule	Principal, Office Manager	January - April	
	Establish Accounts and Contracts with External Assessment Entities (SBAC, NWEA, WIDA, eSpark, Infinite Campus)	Principal, Office Manager	January - April	
Special Programs	Identify EL Students and WIDA Levels	Principal	April - June	
-Footer TroBrands	Identify Special Education Students and Necessary Services	Principal	April - June	
	Request and Review All IEPs, BIPs and	Principal, Office Manager	April - June	
	Section 504 Plans for Incoming Students Establish MTSS Supports and Plan for Implementing Supports	Principal, Office Manager	April - June	



GOVERNANCE					
Board Governance	Initial Board Meeting – Transition from	Board	Within 30		
	Committee to Form to Governing Board		Days of		
			Authorization		
	Approval of Bylaws, Code of Ethics,	Board	Within 90		
	Conflict of Interest Policies		Days of		
			Authorization		
	Board Retreat – Best Practices Training,	Board	Within 90		
	Define and Approve Outcomes, Policies		Days of		
	for Self-Governance, Interactions and		Authorization		
	Limitations with Staff and Principal in				
	accordance with Best Practices				
	Setting of Meeting Dates and Times,	Board	September		
	Format, and Procedures		1		
	Attend EIAA Local Charter School,	Board	September -		
	Hillsdale and SPSCA		June		
	Board and Required Meetings				
Development and	Create a Fundraising Plan, Set Annual	Board	September		
Grant Planning	Target, and Implement Plan		-		
	Create a Plan for Reviewing and	Board	September		
	Reporting of Grant Funds and Proposals		_		
Principal	Approve Principal Job Description,	Board	Within 30		
Management	Evaluation Tool, and		Days of		
	Compensation/Benefit Package		Authorization		
	Conduct Background Checks, Hire	Board	July-		
	Principal		September		
	SCHOOL CULTURE AND SYSTE				
School Culture	Finalize and Approve NCAE Family and	Principal,	November -		
and Systems	Student Handbook	Board	January		
	Finalize and Approve Daily Schedule and	Principal,	November -		
	Yearly Calendar	Board	January		
	Finalize and Approve Discipline and	Principal,	September -		
	Attendance Policy and Procedures, and	Board	November		
	Reporting System Procedures		_		
	Create and/or Order School Culture and	Principal	January -		
	Climate Materials and Posters		June		
OPERATIONS					
Safety and Health	Secure Occupancy Clearance, Fire, Health	Principal	November -		
	and Safety Inspections	D · · 1	August		
	Develop Crisis Plan, and Establish	Principal	January -		
	Relationship with Local Emergency		June		
	Response (Fire, Police, Hospital, EMTs)	D	Iarren		
	Develop School First Aid, Health and Safaty Proceedures	Principal,	January -		
	Safety Procedures	Office Manager	April		
	Develop Health Record Keeping Process	Office Manager	January - March		
	Contract with Nurse to Set Up FASA	Principal,			
	Training, CPR Training, First Aid Station	Office Manager	January - April		
	rianning, Gr it rianning, rirst Alu Station	Unice manager	April		



Information	Secure Relationship and Contract with	Principal,	January	
Technology	Infinite Campus Office Manager			
reemionogy	Training on Infinite Campus	Principal,	January -	
		Office Manager	March	
	Select Providers for Internet, Classroom,	Office Manager	March - June	
	Office and Staff Technology	omoomunuger	June June	
	Purchase Technology Supplies	Office Manager	March - June	
Purchasing	Develop Purchasing Request and	Principal,	November -	
	Procurement Policy and Plan	Office Manager	January	
	Approve Purchasing Request and	Board	February	
	Procurement Policy and Plan		5	
	Create a List of All Items to be Purchased	Principal,	January -	
	for Year One	Office Manager	April	
	Develop Relationships with Supply	Principal,	January -	
	Chain Providers	Office Manager	June	
Back-Office	Finalize and Approve MOU for	Principal,	November	
Provider	Back-Office Support	Board		
	Finalize and Approve	Principal,	November	
	Insurance Coverage	Board		
	FINANCE			
Financial	Approve MOU for Back Office Provider	Board	November	
Considerations	Approve Check Writer/Signer Procedures,	Board	Within 30	
	Bank Account Permissions		Days of	
			Authorization	
	Develop Policies and Forms for Purchase	Board	October	
	Orders, Checks, Receipts, and Approvals			
	with Back Office Provider			
	Develop and Approve Requirements for	Principal,	September	
	Monthly Financial Reporting to Board	Board	-	
	Finalize Cash Flow and Plan for Filing	Principal,	October -	
	and Expense Tracking with	Office Manager	February	
	Back Office Provider			
	FACILITY			
Facility	Finalize and Approve Lease	Board	July -	
			September	
	Finalize, Approve and Complete	Principal,	October -	
	Renovation Plan	Board	January	
	Furnish School, Purchasing Approvals	Principal,	April - June	
		Board		
	Permitting, Inspections,	Principal	November -	
	Certificate of Occupancy		June	
	PARENT AND COMMUNITY ENGAGE	EMENT		
Partnerships	Schedule and Attend Community Events	Principal, Board	July - June	
	Continue to Build and Solidify	Principal,	July - June	
	Philanthropic and Community	Board	· ·	
	Relationships	1		



	Develop and Approve MOUs with	Principal,	September -	
	Relevant Partners	Board	July	
Family Outreach	Continue Building the Database and	Principal,	July - June	
	Mailing List of Interested Families	Board	-	
	Continue to Update Social Media and	Principal,	July - June	
	Website Accounts	Board	-	
	Develop and Implement NCAE Parent	Principal,	, September -	
	Organization Structure	Office Manager	May	
	Host Monthly Events/Meetings	Principal,	October -	
	for Families	Office Manager,	June	
		Board		
Student	Continue to Develop Recruiting Plan,	Principal,	October –	
Recruitment and	Events Calendar, and Tracking Tools	Office Manager	June	
Enrollment	Continue Marketing with Social Media,	Principal,	October -	
	Flyers, Press Releases	Office Manager	June	
	Release Application Lottery and	Principal,	January	
	Enrollment Information	Office Manager		
	Collect Applications and Host Events for	Principal,	November -	
	Interested Families	Office Manager	April	
	Conduct Lottery and Notify Families	Principal,	April	
		Office Manager	-	
	Create and Implement Waitlist and/or	Office Manager	April - June	
	Under-Enrollment Plan	_	-	
	Set Up Home Visits with Families	Principal,	May - June	
	-	Office Manager	-	
	Request Records from Schools for Transferring Students	Office Manager	April - June	

Vaughn Industrial 316 California Ave. #12 Reno, Nevada 89509

March 8, 2024

Mr. Rex Steninger and Mr. Lee Hoffman The Nevada Classical Academy Elko, Nevada

RE: Letter of Intent

Dear Sirs,

Thank you in advance for your consideration of the following proposal for **The Nevada Classical Academy of Elko** to lease from **Vaughn Industrial Park** the school premises currently occupied by the EIAA charter school. The basic lease terms below would be incorporated into the proposed lease.

- 1. The Leased Premises will be comprised of spaces 105-108 at 1031 Railroad Street, Elko, Nevada, consisting of a building structure of approximately 12,020 SF and an outdoor play yard of approximately 9,990 SF.
- 2. The Lease Commencement Date will be September 1, 2024.
- 3. The Lease Term will be four (4) years.
- 4. The Annual Rent due at the beginning of each annual period will be as follows:
 - Year 1: \$66,125 (VIP agrees to discount the first year's rent by 50%)
 - Years 2-4: \$132,250

VIP will not charge the Academy any common are maintenance fees, including costs for HVAC maintenance or for landscaping maintenance (VIP agrees to cover theses costs with the Annual Rent).

- 5. In addition to the discounted rent offered above (4-year lease), VIP will contribute the first year's rent to one of the following capital improvements to the Leased Premises:
 - a. Framed skylights and/or windows in the classrooms.
 - b. Sidewalk and landscaping extension on the Railroad Street side of the building.
 - c. Upgraded glass storefront doors facing west with electronic access controls (and to include additional doorways, if needed).
- 6. Prepaid Rent and Security Deposit. Upon execution of the proposed lease, the Academy will pay VIP the equivalent of "first month's rent" (\$5,510.42; the balance of the first year of Annual Rent due on 9/1/24) and a Security Deposit equal to "last month's rent" (\$11,020.83).
- Alternatively, the Academy may elect to choose a 3-year Lease Term. Annual Rent will be \$132,250, due on September 1, 2024 (less Prepaid Rent) and on September 1 thereafter for the remainder of the Lease Term. The Prepaid Rent and the Security Deposit will be \$11,020.83 (total of \$22,041.66 due upon execution).

- 8. Temporary Office and Storage Space. In addition to the Leased Premises, during the period leading up to the Lease Commencement Date VIP will provide the Academy with 2,000 SF of temporary office space (the Academy to pay for the utilities and general liability insurance). The space will be made available to the Academy upon execution of the proposed lease.
- 9. Utilities. The Academy shall pay for its separately-metered utilities servicing the Leased Premises such as power, gas and data. VIP will pay for water and sewer.
- 10. Insurance. The Academy will maintain a minimum of \$2 million in commercial general liability insurance coverage for the Leased Premises and its operations.
- 11. Property Tax Abatements. Any property tax abatements obtained from Elko County as a result of leasing to the Academy will be retained by VIP.
- 12. Suitability and Use of the Leased Premises. The Academy will use the Leased Premises and the office space for grade school educational instruction and administrative offices.
- 13. Repair and Maintenance. VIP will maintain the building shell and associated systems, including structural components, HVAC systems, plumbing systems (excluding fixture maintenance and waste stoppages), electrical systems (excluding light fixtures and expendables such as light bulbs, ballasts, and batteries), the roof, landscaping and irrigation, parking lot sealing and striping. The Academy will maintain the physical Leased Premises, including but not limited to, windows, plate glass, the store fronts, doors, door hardware, plumbing and light fixtures and wiring control devices (i.e. switches), and the play yard and fencing.
- 14. Rules and Regulations. Similar to the current rules for the charter school, the proposed lease will adopt the rules and regulations set forth by VIP to protect the interests of all its tenants and its properties. In addition, the lease will expressly prohibit storage of material in the exterior play yard that may be toxic or pose a nuisance to other tenants, or storage of material or temporary structures higher than 6' (or above wall enclosure; with the exception of the playset).

The terms as outlined above are not all-inclusive. They are a summary of the general lease terms to be incorporated into a proposed lease. These terms and others that are not included are to be reviewed again during the final lease negotiations. The parties mutually intend that this document will not place any contractual obligations on the other with respect to the matters referenced herein. Please call me if you have any questions or comments.

Sincerely,

Stephen Romero

Stephen Romero Managing Partner c. (775) 240-2122 stephen@buildnv.com



Current Lease Agreement for EIAA at Proposed Facility

LEASE AGREEMENT

Lease Date:	May 7, 2020 (for reference only)
Lessor:	Vaughn Industrial Park, a Nevada general partnership
Lessee:	Elko Institute for Academic Achievement, a Nevada charter school organized and existing under NRS Chapter 386

Lessee's trade name (dba): The Elko Institute for Academic Achievement, the EIAA or the Charter School

1. Basic Lease Provisions

1.01 Leased Premises: The "**Leased Premises**" referred to in this Lease is comprised of spaces 105-108 at 1031 Railroad Street, Elko, Nevada 89801, consisting of a building structure of approximately 12,020 square feet and an outdoor play yard of approximately 9,990 square feet, as shown in Exhibits "A" and "B" attached.

1.02 Project: The "**Project**" consists of the Leased Premises, the building in which the Leased Premises are situated, future buildings, structures or shopping centers, landscaped areas, easements, right of ways, common areas and parking areas, whether existing, to be built, constructed or improved on Lessor's parcel(s) commonly known as the "Corridors Professional Center" at 905 Railroad Street, the "Chimney Creek" at 1028 and 1074 Idaho Street or "The Corridor Center" at 1031 Railroad Street.

1.03 Lessee's Notice Address:

Elko Institute for Academic Achievement Attention: President of the EIAA Governing Body 1031 Railroad St. #107 Elko, Nevada 89801

1.04 Lessor's Notice Address:

Vaughn Industrial Park Attention: Stephen J. Romero 316 California Ave. #12 Reno, Nevada 89509

Tel:(775) 240-2122Email:stephen@buildnv.com

1.05 Lessee's Permitted Use of the Leased Premises: The **"Permitted Use"** refers to the operation of a charter school for which the Leased Premises will be utilized, which may include enrollment of up to 250 students; the use of a play yard; the use of the Leased Premises for activities such as academic instruction, music, assemblies, educational demonstrations, science experiments, sports and/or physical education; the keeping and use of class animals such as hamsters and fish for classroom instruction; the use of typical classroom laboratory chemicals for classroom instruction; loading and unloading of students; the use of cleaning chemicals; and all other operations and activities typical of a similarly sized public school, such as the use of the classrooms for educational or extracurricular functions after hours or on weekends.

1.06 Term and Lease Commencement Date: The term of this Lease shall commence September 1, 2020 (the "Lease Commencement Date" or "LCD") and shall terminate four (4) years hence on August 31, 2024 (the "Term"). As a confirmation of the Lease Commencement Date, the parties shall execute an "Acknowledgment of Commencement" as set forth in the form attached as Exhibit "D", within thirty (30) days after the LCD.

1.07 The Annual Rent: Pursuant to Section 3, the "Annual Rent" during the Term shall be <u>one</u> <u>hundred thirty-two thousand two hundred fifty U.S. dollars</u> (\$132,250.00 USD) per year, to be prepaid in a lump sum for the forthcoming year on or before the LCD and annually thereafter on or before each anniversary date of the LCD during the Term.

1.08 Additional Monthly Rent: None - \$0, unless otherwise chargeable under the Lease.

1.09 Prepaid Rent: None - \$0.

1.10 Security Deposit: Upon execution of this Lease, the Lessee shall pay Lessor <u>four hundred</u> <u>fifty-one U.S. dollars</u> (\$451.83) to add to the <u>ten thousand five hundred sixty-nine U.S. dollars</u> (\$10,569.00) on account from the prior lease executed between Lessor and Lessee, dated May 8, 2009.

1.11 Parking: Lessee is entitled to use of common area parking subject to the provisions of Section 9 and Exhibit "C".

1.12 Tenant Improvements: Lessor shall perform the tenant improvements to the Leased Premises pursuant to Section 6 and Exhibit "B". Thereafter during the Term, Lessor will be under no obligation to alter, change, decorate or improve the Leased Premises.

1.13 Utilities: Lessee will be responsible for and shall pay for all gas, heat, light, power, electricity, data or other services separately metered for, chargeable to, or provided to the Leased Premises (collectively, the "Utilities").

1.14 The Lease: The terms "the Lease" or "this Lease" are interchangeable and refer only to the lease agreement herein between Lessor and Lessee, unless otherwise indicated.

2. Leased Premises, Use, Suitability, Possession

Lessor hereby leases to Lessee, and Lessee hereby hires from Lessor, the Leased Premises, as described in Section 1.01.

2.01 Use. The Leased Premises shall be used solely for the Permitted Use and under the trade name set forth above.

2.02 Suitability: Lessee acknowledges that it has examined the Leased Premises and accepts the Leased Premises in their present condition "as-is" and "where-is". Lessee acknowledges that neither the Lessor nor any agent of the Lessor has made any representation or warranty with respect to the Leased Premises or with respect to the suitability of the Leased Premises or the Project for the conduct of Lessee's business, nor has Lessor agreed to undertake any modification, alteration or improvement to the Leased Premises except as provided in this Lease.

2.03 Possession

(a) Possession of the Leased Premises shall be tendered to the Lessee upon the LCD.

3. Annual Rent

3.01 Annual Rent: On or before the LCD and annually thereafter on or before each anniversary date of the LCD during the Term, without deduction or offset, prior notice or demand, Lessee will pay Lessor the Annual Rent in a lump sum for the forthcoming year with any other sums chargeable under the Lease (collectively, the "**Rent**") at the place designated by Lessor.

3.02 Late Charges. Lessee hereby acknowledges that late payment by Lessee to Lessor of Rent or other sums due hereunder shall cause Lessor to incur costs not contemplated by this Lease, the exact amount of which will be difficult to ascertain. Such costs include, but are not limited to, processing and accounting charges. Accordingly, if any installment of Rent or any other sums due from Lessee are not received by Lessor or Lessor's assignee when due pursuant to Section 3.01, then Lessee shall pay to Lessor a late charge equal to four hundred forty-one U.S. dollars (\$441.00) per day that the installment of Annual Rent is past due until paid in full, provided that the late charge shall note exceed a cumulative total of thirteen thousand two hundred twenty-five U.S. dollars (\$13,225.00). The Lessee and Lessor hereby agree that such late charges represent a fair and reasonable estimate of the cost that Lessor will incur by reason of Lessee's late payment. Acceptance of such late charge by the Lessor shall in no event constitute a waiver of Lessee's default with respect to such overdue amounts, nor prevent Lessor from exercising any of its other rights and remedies granted hereunder.

4. Additional Rent

(intentionally left blank)

5. Common Areas

5.01 Definitions: In this Lease, a reference to a "**Common Area**" includes all areas and facilities outside the Leased Premises and within the exterior boundary line of the Project that are provided and designated by Lessor for the non-exclusive use of Lessor, Lessee and other lessees of the Project and their respective employees, agents, customers and invitees. Common Areas include, but are not limited to: all parking areas, loading and unloading areas, trash areas, roadways, sidewalks, walkways, parkways, driveways, corridors, landscaped areas and any common restrooms used by lessees of the Project.

5.02 Lessee, its employees, agents, customers and invitees have the non-exclusive right (in common with other lessees of the Project, Lessor and any other person granted use by Lessor) to use the Common Areas. In connection with the use of the Common Areas, Lessee agrees to abide by and conform to, and to cause its employees, agents, customers and invitees to abide by and conform to all rules and regulations established by Lessor pursuant to Section 24 hereof.

5.03 So long as the entrance to the Leased Premises is not obstructed, Lessor has the right, in its sole discretion, from time to time, to: (a) make changes to the Common Areas (including without limitation, changes in the location, size, shape and number of driveways, parking spaces, parking areas, ingress, egress, direction of driveways, corridors, parking areas and walkways; (b) close temporarily any of the Common Areas for maintenance purposes so long as reasonable access to the Leased Premises remains available; (c) add additional buildings and improvements to the Common Areas; (d) use the Common Areas while engaged in making additional improvements, repairs or alterations to the Project or any portion thereof; and (e) do and perform any other acts or make any other changes in, to or with respect to the Common Areas and Project as Lessor may, in the exercise of sound business judgment, deem to be appropriate.

6. Construction of Improvements

6.01 Lessor shall deliver the Leased Premises in substantially the form set forth in Exhibit "B" attached hereto and incorporated herein (the "**Plans**"). Lessee acknowledges that it has reviewed and approved the Plans and has had an adequate opportunity to confirm that the improvements described in the Plans are suitable for Lessee's intended purpose. The tenant improvements shown in the Plans are hereinafter referred to as "Lessor's Work".

7. Security Deposit

7.01 Lessee shall pay the Security Deposit described in Section 1.10. The Security Deposit will be held by Lessor to secure Lessee's performance under this Lease.

7.02 If Lessee defaults with respect to any provision of this Lease, Lessor may retain, use or apply all or any part of the Security Deposit to compensate Lessor for any loss or damage suffered by Lessee's default, including but not limited to, the payment of Rent or other rental sums due, and for payment of amounts Lessor is obligated to spend by reason of Lessee's default. If any portion is so retained, used or applied, Lessee, upon demand, will deposit with Lessor an amount sufficient to restore the deposit to its original amount. In the event that Lessee fails to occupy the Leased Premises in accordance with the terms of this Lease, Lessor's remedies shall include, without limitation thereto, retention of all sums deposited herewith or otherwise paid pursuant to this Lease. Further, Lessor may apply the Security Deposit to repair damages to the Leased Premises caused by the Lessee or, if the Lessor and Lessee mutually agree, to clean the Leased Premises upon termination of this Lease. Lessor will not be required to keep the Security Deposit separate from its general funds, and Lessee will not be entitled to interest on it. In no event will Lessee have the right to apply any part of the Security Deposit to any Rent payable under this Lease.

7.03 In the event of bankruptcy or the initiation of other debtor-creditor proceedings against Lessee, the Security Deposit shall be deemed to be applied first to the payment of Rent and other sums due to Lessor for all periods prior to the filing of such proceedings.

8. Use of the Leased Premises; Quiet Conduct

8.01 As used in this section, the term "Hazardous Waste" means:

A. Those substances defined as "hazardous substances", "hazardous materials", "toxic substances", "regulated substances", or "solid waste" in the Toxic Substance Control Act, 15 U.S.C. § 2601 <u>ET</u>. <u>seq</u>., as now existing or hereafter amended (the "**TSCA**"), the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, 42 U.S.C. § 9601 <u>et</u>. <u>seq</u>., as now existing or hereafter amended ("**CERCLA**"), the Resource, Conservation and Recovery Act of 1976, 42 U.S.C. § 6901 <u>et</u>. <u>seq</u>., as now existing or hereafter amended ("**RCRA**"), the Federal Hazardous Substances Act, 15 U.S.C. § 1261 <u>et</u>. <u>seq</u>., as now existing or hereafter amended ("**FHSA**"), the Occupational Safety and Health Act of 1970, 29 U.S.C. § 651 <u>et</u>. <u>seq</u>., as now existing or hereafter amended ("**CSHA**"), the Hazardous Materials Transportation Act, 49 U.S.C. § 1801 <u>et</u>. <u>seq</u>., as now existing or hereafter amended ("**CMTA**"), and the rules and regulations now in effect or promulgated hereafter pursuant to each law referenced above;

B. Those substances defined as "hazardous waste", "hazardous material", or "regulated substances" in Nev. Rev. Stat. ch. 459, 1989 Nev. Stat. ch 598 and 1989 Nev. Stat. ch 363, or in the regulations now existing or hereafter promulgated pursuant thereto or in the Uniform Fire Code, 1988 edition;

C. Those substances listed in the United States Department of Transportation table (49 CFR § 172.101 and amendments thereto) or by the Environmental Protection Agency (or any successor agency) as hazardous substances (40 CFR Part 302 and amendments thereto); and

D. Such other substances, mixtures, materials and waste which are regulated under applicable local, state or federal law, or which are classified as hazardous or toxic under federal, state or local laws or regulations (all laws, rules and regulations referenced in paragraphs (A), (B), (C) and (D) are collectively referred to as "Environmental Laws").

8.02 The Leased Premises may be used and occupied only for Lessee's Permitted Use as shown in Section 1.05 and for no other purpose, without obtaining Lessor's prior written consent. Lessee will comply with all laws, ordinances, orders and regulations affecting the Leased Premises. Lessee will not perform any act or carry on any practices that may injure the Project or the Leased Premises or be a nuisance or menace, or disturb the quiet enjoyment of other lessees in the Project, including but not limited to equipment which causes vibration, use or storage of chemicals (except for those typically used in conjunction with Lessee's Permitted Use), or heat or noise which is not properly insulated. Lessee will not cause, maintain or permit any outside storage on or about the Leased Premises (except the use of a storage shed located inside the pay yard area). In addition, Lessee will not allow any condition or thing to remain on or about the Leased Premises that diminishes the appearance or aesthetic qualities of the Leased Premises and/or the Project or the surrounding property. The keeping of a dog or other animal on or about the Leased Premises is expressly prohibited.

8.03 Lessee's Covenants

A. Lessee does not intend to, and Lessee will not, nor will Lessee allow any other person (including partnerships, corporations and joint ventures) during the Term of this Lease to manufacture, process, store, distribute, use, discharge or dispose of any Hazardous Waste in, under or on the Project, the Common Areas, or any property adjacent thereto.

B. Lessee shall notify Lessor promptly of any known or suspected spill or release of Hazardous Waste into, on or onto the Project, regardless of the source of such spill or release.

C. Lessee will not be involved in operations at or near the Leased Premises that could lead to the imposition of liability on the Lessee or the Lessor or the creation of a lien on the Project under the Environmental Laws.

D. Lessee shall, upon receipt of twenty-four (24) hours' prior notice by Lessor, permit Lessor or Lessor's agent access to the Project to conduct an environmental site assessment with respect to the Project.

8.04. Environmental Indemnity. To the best of Lessor's knowledge, the Building, its Common Areas, and the Leased Premises contain no Hazardous Materials (as defined by the U.S. Environmental Protection Agency), and/or harmful mold, and/or harmful contaminants, and is in compliance with all applicable local, state and federal material rules, regulations, laws and ordinances. Lessee, for itself and its successors and assigns, undertakes to protect, indemnify, save and defend Lessor, its agents, employees, directors, officers, shareholders, affiliates, consultants, independent contractors, successors and assigns (collectively the "Indemnitees") harmless from any and all liability, loss, damage and expense, including attorneys' fees, claims, suits and judgments that Lessor or any other Indemnitee, whether as Lessor or otherwise, may suffer as a result of, or with respect to:

A. The violation by Lessee or Lessee's agents, employees, invitees, licensees or contractors of any Environmental Law, including the assertion of any lien thereunder and any suit brought or judgment rendered;

B. To the extent caused by Lessee or Lessee's agents, employees, invitees, licensees or contractors, any spill or release of or the presence of any Hazardous Waste affecting the Project whether or not the same originates or emanates from the Project or any contiguous real estate;

C. To the extent caused by Lessee or Lessee's agents, employees, invitees, licensees or contractors, any other matter affecting the Project within the jurisdiction of the United States Environmental Protection Agency, the Nevada State Environmental Commission, the Nevada Department of Conservation and Natural Resources or the Nevada Department of Commerce, including costs of investigations, remedial action, or other response costs incurred by any Indemnitee; and

D. To the extent caused by Lessee or Lessee's agents, employees, invitees, licensees or contractors, liability for clean-up costs, fines, damages or penalties incurred by the Indemnitees pursuant to the provisions of any applicable Environmental Law;

E. To the extent caused by Lessee or Lessee's agents, employees, invitees, licensees or contractors, liability for personal injury or property damage arising under any statutory or common-law tort theory, including, without limitation, damages assessed for the maintenance of a public or private nuisance, or for the carrying of an abnormally dangerous activity, and response costs.

8.05 Remedial Acts. In the event of any spill or release of or the presence of any Hazardous Waste affecting the Project directly caused by Lessee, its employees, agents, invitees, licensees or contractors, whether or not originating or emanating from the Project or any contiguous real estate, and remaining uncured for a period of thirty (30) days, Lessor may, with seven (7) days' prior notice to Lessee, at its election, but without obligation so to do, give such notices and/or cause such work to be performed at the Project and/or take any and all other actions as Lessor shall deem necessary or advisable in order to remedy such spill or release of Hazardous Waste or cure Lessee's failure of compliance and any amounts paid as a result thereof, together with the greater of: (a) interest at the rate equal to the product of the variable Prime Rate plus three percent (3%) charged by Bank of America, Nevada times the amount of such installment amount due; (b) nine percent (9%) per annum of such installment; or (c) the sum of <u>twenty-five dollars</u> (\$25.00), for each month or fractional month transpiring from the date due until paid.

8.06 Settlement. Lessor upon giving Lessee ten (10) days prior written notice, shall have the right in good faith to pay, settle or compromise, or litigate any claim, demand, loss, liability, cost, charge, suit, order, judgment or adjudication under the belief that it is liable therefore, whether liable or not, without the consent or approval of Lessee, unless Lessee within said ten (10) day period shall protest in writing and simultaneously with such protest deposit with Lessor collateral satisfactory to Lessor sufficient to pay and satisfy any penalty and/or interest which may accrue as a result of such protest and any judgment or judgments as may result, together with attorney's fees and expenses, including, but not limited to, environmental consultants.

9. Parking

Lessee and Lessee's customers, suppliers, employees, and invitees have the non-exclusive right to park in common with other lessees of the Project in the parking facilities as designated by Lessor relating to the Project. Lessee agrees not to overburden the parking facilities and agrees to cooperate with Lessor and other lessees in the use of the parking facilities. Lessor reserves the right to, on an equitable basis, assign specific spaces without charge to Lessee, make changes in the parking layout from time to time and to establish commercially reasonable time limits on parking. Lessee's obligations under this section and Lessor's right to reasonably restrict parking privileges shall also apply to the parking corridor to the extent practicable.

10. Utilities

10.01 Lessee will be responsible for and shall pay for all Utilities.

10.02 Lessor will not be liable or deemed to be in default to Lessee nor will there be any abatement of Rent for any interruption or reduction of utilities or services not caused by any act of Lessor or any act reasonably beyond Lessor's control. Lessee agrees to comply with reasonable energy conservation programs implemented by Lessor by reason of enacted laws or ordinances, provided that such energy conservation programs do not unreasonably interfere with the Lessee's business and are implemented evenly across the other lessees of the Project.

10.03 Lessee will contract and pay for all telephone, data, cable and such other services for the Leased Premises subject to the provisions of Section 11.03.

11. Alterations, Mechanic's Liens

11.01 Lessee will not make any alterations to the Leased Premises affecting the structure of the Leased Premises or costing in excess of ten thousand U.S. dollars (\$10,000.00) in each instance without Lessor's prior written consent. Lessor's consent shall be contingent upon Lessee providing Lessor with the following items or information, all subject to Lessor's approval: (i) the name of Lessee's contractor, (ii) certificates of insurance by Lessee's contractor for commercial general liability insurance with limits not less than \$1,000,000 General Aggregate, \$1,000,000 Products/Complete Operations Aggregate, \$1,000,000 Personal & Advertising Injury, \$1,000,000 Each Occurrence, \$50,000 Fire Damage, \$5,000 Medical Expense, \$1,000,000 Auto Liability (Combined Single Limit, including Hired/Non-Owned Auto Liability), Workers Compensation, including Employer's Liability, as required by state statute endorsed to show Lessor as an additional insured and for worker's compensation as required and (iii) detailed plans and specifications for such work. Lessee agrees that it will have its contractor execute a waiver of mechanic's lien and that Lessee will remove any mechanic's lien placed against the Project within ten (10) days of receipt of notice of lien. In addition, before alterations may begin, valid building permits or other permits or licenses required must be furnished to Lessor, and, once the alterations begin, Lessee will diligently and continuously pursue their completion. At Lessor's option, any alterations may become part of the realty and belong to Lessor. If requested by Lessor, Lessee will pay, prior to the commencement of the construction, an amount determined by Lessor necessary to cover the costs of demolishing such alterations and/or the cost of returning the Leased Premises to its condition prior to such alterations. As a further condition to giving such consent, Lessor may require Lessee to provide Lessor, at Lessee's sole cost and expense, a payment and performance bond in form acceptable to Lessor, in a principal amount not less than one and one-half times the estimated costs of such alterations, to ensure Lessor against any liability for mechanic's and materialmen's liens and to ensure completion of work. Lessee, at Lessor's option, shall at Lessee's expense remove all alterations and repair all damage to the Leased Premises.

11.02 Notwithstanding anything in Section 11.01, Lessee may, with written consent of Lessor, install trade fixtures, equipment, and machinery in conformance with the ordinances of the applicable city and county, and they may be removed upon termination of its Lease provided that the Leased Premises are not damaged by their removal.

11.03 Any private telephone systems and/or other related telecommunications equipment and lines installed within Lessee's Leased Premises must be removed upon termination of this Lease, and the Leased Premises restored to the same condition as before such installation.

11.04 Lessee will pay all costs for alterations and will keep the Leased Premises, the Project and the underlying property free from any liens arising out of work performed for, materials furnished to or obligation incurred by Lessee.

11.05 So long as use of and access to the Leased Premises is not obstructed or unreasonably interfered with, Lessor will have the right to construct or permit construction of improvements in or about the Project for existing and new Lessees and to alter any public areas in and around the Project. Notwithstanding

anything that may be contained in this Lease, Lessee understands this right of Lessor and agrees that such construction will not be deemed to constitute a breach of this Lease by Lessor and Lessee waives any such claim, which it might have arising from such construction.

12. Fire Insurance; Hazards and Liability Insurance

12.01 Except as expressly provided as Lessee's Permitted Use, or as otherwise consented to by Lessor in writing, Lessee shall not do or permit anything to be done within or about the Leased Premises which will increase the existing rate of insurance on the Project and shall, at its sole cost and expense, comply with any requirements, pertaining to the Leased Premises, of any insurance organization insuring the Project and Project-related apparatus. Lessee agrees to pay to Lessor, as Additional Rent, any increases in premiums on policies resulting from Lessee's Permitted Use or other use consented to by Lessor and which increases Lessor's premiums or requires extended coverage by Lessor to insure the Leased Premises.

12.02 Lessee, at all times during the term of this Lease and at Lessee's sole expense, will maintain a policy of standard fire and extended coverage insurance with "all risk" coverage on all Lessee's improvements and alterations in or about the Leased Premises and on all personal property and equipment to the extent of at least ninety percent (90%) of their full replacement value. The proceeds from this policy will be used by Lessee for the replacement of personal property and equipment and the restoration of Lessee's improvements and/or alterations. This policy will contain an express waiver, in favor of Lessor, of any right of subrogation by the insurer.

12.03 Lessee at all times during the term on this Lease and at Lessee's sole expense, will maintain a policy of commercial general liability coverage with limits of not less than \$2,000,000 combined single limit for bodily injury and property damage insuring against all liability of Lessee and its authorized representatives arising out of, related to or in connection with Lessee's use or occupancy of the Leased Premises.

12.04 All insurance will name Lessor and/or Lessor's designated partners and affiliates as an additional insured and will include an express waiver of subrogation by the insurer in favor of Lessor and Lessee and will release Lessor from any claims for damage to any person, to the Leased Premises, and to the Project, and to Lessee's personal property, equipment, improvements and alterations in or on the Leased Premises of the Project, caused by or resulting from risks which are to be insured against by Lessee under this Lease. All insurance required to be provided by Lessee under this Lease will (a) be issued by an insurance company authorized to do business in the State of Nevada and maintains a rating of A/X in the Best's Insurance Reports or the equivalent, (b) be primary and noncontributing with any insurance carried by Lessor and (c) contain an endorsement requiring at least thirty (30) days prior written notice of cancellation to Lessor before cancellation or change in coverage, scope or limit of any policy. Lessee will deliver a certificate of insurance coverage at each anniversary, and prior to the expiration of any current policies; however, in no event will Lessee be allowed to occupy the Leased Premises before providing adequate and acceptable proof of insurance as stated above. Lessee's failure to provide evidence of this coverage to Lessor may, in Lessor's sole discretion, constitute a default under this Lease.

13. Indemnification and Waiver of Claims

Except for any damage or injury which is the immediate and direct result of intentional and willful acts by Lessor, Lessee waives all claims against Lessor for damage to any property in or about the Leased Premises and for injury to any persons, including death resulting therefrom, regardless of cause or time of occurrence. Lessee will defend, indemnify and hold Lessor harmless from and against any and all claims, actions, proceedings, expenses, damages and liabilities, including attorney's fees, arising out of, in connection with, or resulting from any use of the Leased Premises by Lessee, its employees, agents, visitors, invitees or

licensees, including, without limitation, any failure of Lessee to comply fully with all of the terms and conditions of this Lease except for any damage or injury which is the direct result of intentional acts by Lessor, its employees, agents, visitors, invitees or licensees.

14. Repairs

14.01 Excluding Lessor's obligations in Section 14.02, Lessee shall, at its sole expense, keep and maintain the Leased Premises and every part thereof in good and sanitary order, condition and repair, including, but not limited to, the interior of the Leased Premises, signage, windows, plate glass, the store fronts, doors, door and exit hardware, the play yard and fencing. Lessee assumes all risks from the breakage of glass on the Leased Premises and will promptly replace all such breakage at its own expense. Lessee will, also, at its sole cost and expense keep and maintain all plumbing and electrical fixtures (including emergency fixtures and batteries, light bulbs, light ballasts, bathroom fixtures and clear waste stoppages) in good order and repair and furnish all expendables used in the Leased Premises (such as paper goods, soaps, etc.). The standard for comparison and need of repair will be the condition of the Leased Premises at the time of commencement of this Lease. All repairs will be made by a licensed and bonded contractor approved by Lessor.

14.02 Lessee will not make repairs to the Leased Premises at the cost of Lessor whether by deductions of rent or otherwise, or vacate the Leased Premises or terminate the Lease if repairs are not made. If during the Term, any non-structural alteration, addition or change to the Leased Premises is required by legal authorities, Lessee, at its sole expense, shall promptly make the same.

14.03 Notwithstanding the foregoing, Lessor acknowledges and agrees that it bears sole responsibility for maintaining the building shell and associated systems, including structural components, HVAC systems, the plumbing supply and waste systems (excluding stoppages), the electrical systems, the roof, landscaping, irrigation, and parking lot sealing and striping.

14.04 If repairs deemed necessary by Lessor or any government authority are not made by Lessee within the prescribed time frames as requested in writing, Lessee shall be in default of this Lease. Lessor reserves the right to make any such repairs, and Lessee shall reimburse Lessor for all such costs upon demand, provided that Lessor follows the notice requirements

15. Auctions, Signs, Landscaping, Window

Excluding Lessee's or its students' temporary fund-raising activities, Lessee will not conduct or permit to be conducted any sale by auction on the Leased Premises. Lessor will have the right to control landscaping and approve the placement, size, and quality of signs. Lessee will not make alterations or additions to the landscaping and will not place any signs nor allow the placement of any signs, which are visible from the outside, on or about any building of the Project, nor in any landscape area, without the prior written consent of Lessor. Lessor will have the right in its sole discretion to withhold its consent. Lessor may remove any signs not in conformity with this Lease at Lessee's expense.

Lessee shall not place, construct or maintain on the glass panes or supports of the windows of the Leased Premises, the doors, or the exterior walls or roof of the Building or any portion of the common and parking areas or any improvements located thereon, or on any other area of the Project or on any interior portion of the Leased Premises that may be visible from the exterior of the Leased Premises, any signs (including, but not limited to, going out of business signs), advertisements, name, insignias, trademarks, descriptive material or any other similar item, which does not otherwise comply with Exhibit "C", attached hereto, without Lessor's prior written consent issued subject to Lessor's sole discretion. All exterior signs installed shall be subject to Lessor's prior written consent, place, construct or maintain on the Leased

Premises any advertising media including, but not limited to, search lights, flashing lights, loud speakers, phonographs or other similar visual or audio media. *Excluding Lessee's or its students' temporary fundraising activities*, Lessee shall not without Lessor's prior written consent, solicit business in, on or about the common and parking areas or display or sell merchandise outside the Leased Premises or permit to be conducted any sale by auction in, in or about the Leased Premises, whether said auction be voluntary or involuntary, pursuant to any assignment, for the benefit of creditors or pursuant to any bankruptcy or other insolvency proceedings. Lessee shall not place, construct, install or maintain any covering on the inside or outside of the windows of the Leased Premises, without Lessor's prior written consent.

16. Entry by Lessor

Provided that Lessor provides twenty-four (24) hours' notice to Lessee, Lessee will permit Lessor and Lessor's agents to enter the Leased Premises at pre-arranged times for the purpose of inspecting the Leased Premises, or for the purpose of maintaining the Project, or for the purpose of making repairs, alterations or additions to any portion of the Project, including the erection and maintenance of scaffolding, canopies, fences and props, or for the purpose of posting notices of non-responsibility for alterations, additions or repairs, or, where the Lessee has given notice that it will not renew this Lease beyond the current Term, for the purpose of showing the Leased Premises to prospective lessees during the last six (6) months of the Term, or placing upon the Project any usual or ordinary "for sale" signs, without any rebate of rents and without any liability to Lessee for any reasonable loss of occupation or quiet enjoyment of the Leased Premises thereby occasioned. Where Lessee has given notice that it will not renew this Lease beyond the current Term, Lessee will permit Lessor at any time within ninety (90) days prior to the expiration of this Lease, to place upon the Leased Premises any usual or ordinary "to let" or "to lease" signs. Lessee will not install a new or additional lock or any bolt on any door of the Leased Premises without the prior written consent of Lessor, which will not be unreasonably withheld. If Lessor gives its consent, such work shall be undertaken by a locksmith approved by Lessor, at Lessee's sole cost. Lessor retains the right to charge Lessee for restoring any altered doors to their condition prior to the installation of the new or additional locks.

17. Abandonment

Lessee will not vacate or abandon the Leased Premises during the Term of this Lease. The Lessee shall be deemed to have vacated or abandoned the Leased Premises if collectively Lessee or any of its agents or employees do not conduct business for a period of thirty (30) consecutive days and/or leaves the Leased Premises unoccupied for a period of thirty (30) consecutive days. If Lessee abandons, vacates or surrenders the Leased Premises, or is dispossessed by process of law or otherwise, any personal property belonging to Lessee left in or about the Leased Premises will, at the option of Lessor be deemed abandoned and may be disposed of by Lessor in the manner provided for by the laws of the State of Nevada. Notwithstanding the foregoing, temporary non-use due to school holidays or local/state/federal closure orders shall not constitute abandonment.

18. Damage or Destruction

18.01 In the case of total destruction of the Leased Premises, or any portion thereof substantially interfering with Lessee's use of the Leased Premises, whether by fire or other casualty, this Lease shall terminate except as herein provided. If Lessor notifies Lessee in writing within forty-five (45) days of such destruction of Lessor's election to repair said damage, and if Lessor proceeds to and does repair such damage with reasonable dispatch, this Lease shall not terminate, but shall continue in full force and effect, except that Lessee shall be entitled to a reduction in Rent in an amount equal to that proportion of Rent which the number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable portion bears to the total number of square feet of floor space in the unusable. In determining what constitutes reasonable dispatch, consideration shall be given to delays caused by labor disputes, civil commotion, war, warlike operations, invasion, rebellion,

hostilities, military or usurped power, sabotage, governmental regulations or control, fire or other casualty, inability to obtain any materials or services, acts of God and other causes beyond Lessor's control. If this Lease is terminated pursuant to this Section 18 and if Lessee is not in default hereunder, rent shall be prorated as of the date of termination, any security deposited with Lessor shall be returned to Lessee, less any reasonable offsets and all rights and obligations hereunder shall cease and terminate.

18.02. Notwithstanding the foregoing provisions, in the event the Leased Premises, or any portion thereof, shall be damaged by fire or other casualty due to the fault or gross negligence of Lessee, its agents, employees, servants, contractors, sublessees, licensees, customers or business invitees, then, without prejudice to any other rights and remedies of Lessor, this Lease shall not terminate, the damage shall be repaired at Lessee's cost, and there shall be no apportionment or abatement of any Rent.

18.03. In the event of any damage not limited to, or not including, the Leased Premises, such that the building of which the Leased Premises is a part is damaged to the extent of twenty-five (25%) percent or more of the cost of replacement, or the buildings (taken in the aggregate) of the Project owned by Lessor shall be damaged to the extent of more than twenty-five (25%) of the aggregate cost of replacement, Lessor may elect to terminate this Lease upon giving notice of such election in writing to Lessee within ninety (90) days after the occurrence of the event causing the damage.

18.04. The provisions of this Section 18 with respect to Lessor shall be limited to such repair as is necessary to place the Leased Premises in the condition specified for Lessor's work by Exhibit "B" (if applicable), and when placed in such condition the Leased Premises shall be deemed restored and rendered leasable promptly following which time Lessee, at Lessee's expense shall perform Lessee's work required by Exhibit "B" (if applicable). Lessee shall also repair or replace its stock in trade, fixtures, furniture, furnishings, floor coverings and equipment, and if Lessee has closed, Lessee shall promptly reopen for business.

18.05. All insurance proceeds payable under any fire, and/or rental insurance for damage to the Leased Premises shall be payable solely to Lessor and Lessee shall have no interest therein. Lessee shall in no case be entitled to compensation for damages on account of any annoyance or inconvenience in making repairs under any provision of this Lease. Except to the extent provided for in this Section 18, neither the rent payable by Lessee nor any of Lessee's other obligations under any provision of this Lease shall be affected by any damage to or destruction of the Leased Premises or any portion thereof by any cause whatsoever.

19. Assignment, Subletting and Transfers of Ownership

19.01 Lessee will not, without Lessor's prior written consent, assign, sell, mortgage, encumber, convey or otherwise transfer all or any part of Lessee's leasehold estate, or permit the Leased Premises to be occupied by anyone other than Lessee and Lessee's employees or sublet the Leased Premises or any portion thereof (each, a "**Transfer**"). Lessee must supply Lessor with any and all documents deemed necessary by Lessor to evaluate any proposed Transfer at least sixty (60) days in advance of Lessee's proposed Transfer date.

19.02 Lessor need not consent to any Transfer for reasons including, but not limited to, whether or not: (a) in the reasonable judgment of Lessor the transferee is of a character or is engaged in a business which is not in keeping with the standard of Lessor for the Project; (b) in the reasonable judgment of Lessor any purpose for which the transferee intends to use the Leased Premises is not in keeping with the standards of Lessor for the Project; provided in no event may any purpose for which transferee intends to use the Leased Premises subject to the transfer is not regular in shape with appropriate means of entering and exiting, including adherence to any local, county or other governmental codes, or is not otherwise suitable for the normal purposes associated with such a Transfer; or (d) Lessee is in default under this Lease or any other Lease with Lessor.

19.03 In the event Lessor consents to a Transfer, Lessee will pay Lessor the excess, if any, of the Rent and other charges reserved in the Transfer over the allocable portion of the Rent and other charges hereunder for that portion of the Leased Premises subject to the Transfer. For the purpose of this section the rent reserved in the Transfer will be deemed to include any lump sum payment or other consideration given to Lessee in consideration for the Transfer. Lessee will pay or cause the transfere to pay to Lessor this additional rent together with the installments of Rent due.

19.04 Any consent to any Transfer which may be given by Lessor, or the acceptance of any rent, charges or other consideration by Lessor from Lessee or any third party, will not constitute a waiver by Lessor of the provisions of this Lease or a release of Lessee from the full performance by it of the covenants stated herein; and any consent given by Lessor to any Transfer will not relieve Lessee (or any transferee of Lessee) from the above requirements for obtaining the written consent of Lessor to any subsequent Transfer.

19.05 If a default under this Lease should occur while the Leased Premises or any part of the Leased Premises are assigned, sublet or otherwise transferred, Lessor, in addition to any other remedies provided for within this Lease or by law, may at its option collect directly from the transferee all rent or other consideration becoming due to Lessee under the Transfer and apply these monies against any sums due to Lessor by Lessee; and Lessee authorizes and directs any transferee to make payments of rent or other consideration direct to Lessor upon receipt of notice from Lessor. No direct collection by Lessor from any transferee should be construed to constitute a novation or a release of Lessee or any guarantor of Lessee from the further performance of its obligations in connection with this Lease.

19.06 (intentionally left blank)

19.07 In the event Lessee requests Lessor's consent to an Assignment, Sub-Let or Transfer of Lessee's interest in the Leased Premises, Lessee agrees to pay Lessor all attorney's fees incurred by Lessor for any legal services for document review of any and all documents deemed necessary by Lessor and Lessee to Assign, Sub-let or Transfer Lessee's interest in the Leased Premises.

20. Breach by Lessee

Lessee will be in breach of this Lease if at any time during the term of this Lease (and regardless of the pendency of any bankruptcy, reorganization, receivership, insolvency or other proceedings in law, in equity or before any administrative tribunal which have or might have the effect of preventing Lessee from complying with the terms of this Lease):

A. Lessee fails to make payment of any installment of Rent or of any other sum herein specified to be paid by Lessee, when due;

B. Lessee fails to observe or perform any of its other covenants, agreements or obligations hereunder, and such failure is not cured within thirty (30) days after Lessor's written notice to Lessee of such failure; provided, however, that if the nature of Lessee's obligation is such that more than thirty (30) days are required for performance, then Lessee will not be in breach if Lessee commences performance within such thirty (30) day period and thereafter diligently prosecutes the same to completion;

C. Lessee, Lessee's assignee, sub-lessee, guarantor, or occupant of the Leased Premises becomes insolvent, makes a transfer in fraud of its creditors, makes a transfer for the benefit of its creditors, is the subject of a bankruptcy petition, is adjudged bankrupt or insolvent in proceedings filed against Lessee, a receiver, trustee, or custodian is appointed for all or substantially all of Lessee's assets, fails to pay its debts as they become due, convenes a meeting of all or a portion of its creditors, or performs any acts of bankruptcy or insolvency, including the selling of its assets to pay creditors;

D. Lessee has abandoned the Leased Premises as defined in Section 17 above; or

E. Lessee fails to take possession of the Leased Premises within thirty (30) days of receiving notice by Lessor that the Leased Premises are available.

21. Remedies of Lessor

21.01 Nothing contained herein shall constitute a waiver of Lessor's right to recover damages by reason of Lessor's efforts to mitigate the damage to it by Lessee's default; nor shall anything in this section adversely affect Lessor's right, as in this Lease elsewhere provided, to indemnification against liability for injury or damages to persons or property occurring prior to a termination of this Lease.

21.02 All cure periods provided herein shall run concurrently with any periods provided by law.

21.03 In the event of default, as designated herein above, in addition to any other rights or remedies provided for herein or at law or in equity, Lessor, at its sole option, shall have the following rights:

A. The right to declare the term of this Lease ended and reenter the Leased Premises and take possession thereof, and to terminate all of the rights of Lessee in and to the Leased Premises.

B. The right, without declaring the term of this Lease ended, to reenter the Leased Premises and to occupy the same, or any portion thereof, for and on account of the Lessee as hereinafter provided, and Lessee shall be liable for and pay to Lessor on demand all such expenses as Lessor may have paid, assumed or incurred in recovering possession of the Leased Premises, including costs, expenses, attorney's fees and expenditures placing the same in good order, or preparing or altering the same for reletting, and all other expenses, commissions and charges paid by the Lessor in connection with reletting the Leased Premises. Any such reletting may be for the remainder of the term of this Lease or for a longer or shorter period. Such reletting shall be for such rent and on such other terms and conditions as Lessor, in its sole discretion, deems appropriate. Lessor may execute any lease made pursuant to the terms hereof in the Lessor's own name or assume Lessee's interest in any existing subleases to any Lessee of the Leased Premises, as Lessor may see fit, and Lessee shall have no right or authority whatsoever to collect any rent from such Lessees, sub-lessees, of the Leased Premises. In any case, and whether or not the Leased Premises or any part thereof is relet, Lessee, until the end of the Lease term shall be liable to Lessor for an amount equal to the amount due as Rent hereunder, less net proceeds, if any of any reletting effected for the account of Lessee. Lessor reserves the right to bring such actions for the recovery of any deficits remaining unpaid by the Lessee to the Lessor hereunder as Lessor may deem advisable from time to time without being obligated to await the end of the term of the Lease. Commencement of maintenance of one or more actions by the Lessor in this connection shall not bar the Lessor from bringing any subsequent actions for further accruals. In no event shall Lessee be entitled to any excess rent received by Lessor over and above that which Lessee is obligated to pay hereunder; or

C. The right, even though it may have relet all or any portion of the Leased Premises in accordance with the provisions of subsection B above, to thereafter at any time elect to terminate this Lease for such previous default on the part of the Lessee, and to terminate all the rights of Lessee in and to the Leased Premises.

20.04 Pursuant to the rights of re-entry provided above, Lessor may remove all persons from the Leased Premises and shall remove all property therefrom, and shall store the same in any public or private warehouse or elsewhere at the cost and for the account of Lessee or the owner or owners thereof. Lessee agrees to hold Lessor free and harmless from any liability whatsoever for the removal and/or storage of any

such property, whether of Lessee or any third party whomsoever. Such action by the Lessor shall not be deemed to have terminated this Lease.

21.05 If Lessee breaches this Lease and abandons the Leased Premises before the end of the term, or if its right of possession is terminated by Lessor because of Lessee's breach of this Lease, then this Lease may be terminated by Lessor at its option. On such termination Lessor may recover from Lessee, in addition to the remedies permitted at law:

A. The worth, at the time of the award, of the unpaid Rent which had been earned at the time this Lease is terminated.

B. The worth, at the time of award, of the amount by which the unpaid Rent which would have been earned after the date of termination of this Lease until the time of award exceeds the amount of the loss of rents that Lessee proves could be reasonably avoided;

C. The worth, at the time of the award, of the amount by which the unpaid Rent for the balance of the Lease Term after the time of award exceeds the amount of such rental loss for such period as the Lessee proves could have been reasonably avoided; and

D. Any other amount, and court costs, necessary to compensate Lessor for all detriment proximately caused by Lessee's breach of its obligations under this Lease, or which in the ordinary course of events would be likely to result therefrom. The detriment proximately caused by Lessee's breach will include, without limitation, (i) expenses for cleaning, repairing or restoring the Leased Premises, (ii) expenses for altering, or otherwise improving the Leased Premises for the purpose of reletting the Leased Premises, (iii) brokers' fees and commissions, advertising costs and other expenses of reletting the Leased Premises, (iv) costs of carrying the Leased Premises such as taxes, insurance premiums, utilities and security precautions, (v) expenses of retaking possession of the Leased Premises, (vi) attorney's fees and court costs, (vii) any unearned brokerage commissions paid in connection with this Lease, (viii) reimbursement of any previously waived Rent, Additional Rent, free rent or reduced rental rate, and (ix) any concession made or paid by Lessor to the benefit of Lessee in consideration of this Lease including, but not limited to, any contributions or payments by Lessor for Lessee improvements or build-out allowances or assumptions by Lessor of any of the Lesse's previous lease obligations.

21.06 In any action brought by the Lessor to enforce any of its rights under or arising from this Lease, Lessor shall be entitled to receive its costs and legal expenses including attorneys' fees, whether or not such action is prosecuted to judgment.

21.07 The waiver by Lessor of any breach or default of Lessee hereunder shall not be a waiver of any preceding or subsequent breach of the same or any other term. Acceptance of any Rent payment shall not be construed to be a waiver of the Lessor of any preceding breach of the Lessee.

22. Attorney's Fees

22.01 In the event of any legal action or proceeding between the parties hereto attorneys' fees and expenses of the prevailing party in any such action or proceeding will be added to the judgment therein. Should Lessor be named as defendant in any suit brought against Lessee in connection with or arising out of Lessee's occupancy hereunder, Lessee will pay to Lessor its costs and expenses incurred in such suit, including attorney's fees.

22.02 If Lessor utilizes the services of any attorney at law for the purpose of collecting any rent due and unpaid by Lessee after ten (10) days written notice to Lessee of such nonpayment of rent or in connection

with any other breach of this Lease by Lessee, Lessee agrees to pay Lessor attorneys' fees as determined by Lessor for such services, regardless of the fact that no legal action may be commenced or filed by Lessor.

23. Condemnation

23.01 If twenty-five percent (25%) or more of the square footage of the Leased Premises is taken for any public or quasi-public purpose by any lawful government power or authority, by exercise of the right of appropriation, reverse condemnation, condemnation or eminent domain, or sold to prevent such taking, and if the remaining portion of the Leased Premises will not be reasonably adequate for the operation of Lessee's business after Lessor completes such repairs or alterations as Lessor elects to make, either Lessee or the Lessor may at its option terminate this Lease by notifying the other party hereto of such election in writing within twenty (20) days after such taking. If less than twenty-five percent (25%) of the Leased Premises is taken, Lessor at its option may terminate this Lease. If Lessor does not so elect, Lessor will promptly proceed to restore the Leased Premises to substantially its same condition prior to such partial taking, allowing for any reasonable effects of such taking, and a proportionate allowance based on the loss of square footage will be made to Lessee for the rent corresponding to the time during which, and to the part of the Leased Premises, which, Lessee is deprived on account of such taking and restoration.

24. Rules and Regulations

Lessee will faithfully observe and comply with the rules and regulations in Exhibit "C". Lessor reserves the right to, with notice to Lessee, modify and amend such rules and regulations. Lessor will not be responsible to Lessee for the nonperformance by any other Lessee or occupant of the Project of any of said Rules and Regulations, and likewise Lessee will not be responsible to the Lessor for the nonperformance of any other lessee of the Project. In the event that Lessee fails to cure any violations of such Rules and Regulations following ten (10) business days written notice by Lessor, such failure to cure shall be deemed a material breach of this Lease by Lessee.

25. Estoppel Agreement

Lessee will execute and deliver to Lessor, within thirty (30) business days of Lessor's written demand, a statement in writing certifying that this Lease is in full force and effect, and that Annual Rent payable hereunder is unmodified and in full force and effect (or, if modified, stating the nature of such modification) and the date to which rent and other charges are paid, if any, and acknowledging that there are not, to Lessee's knowledge, any uncured defaults on the part of Lessor hereunder or specifying such defaults if they are claimed and such other matters as Lessor may reasonably request. Any such statement may be conclusively relied upon by any prospective purchaser or encumbrancer of the Leased Premises. Lessee's failure to deliver such statement within such time shall be conclusive upon Lessee that (1) this Lease is in full force and effect, without modification except as may be represented by Lessor and (2) there are no uncured defaults in Lessor's performance.

26. Sale by Lessor

In the event of a sale or conveyance by Lessor of the Project the same shall operate to release Lessor from any liability upon any of the covenants or conditions, expressed or implied, herein contained in favor of Lessee, and in such event Lessee agrees to look solely to the responsibility of the successor in interest of Lessor in and to this Lease. This Lease will not be affected by any such sale, and Lessee agrees to attorn to the purchaser or assignee.

27. Notices

All notices, statements, demands, requests, consents, approvals, authorizations, offers, agreements, appointments, or designations under this Lease by either party to the other will be in writing and will be considered sufficiently given and served upon the other party if sent by certified or registered mail, return receipt requested, postage prepaid, delivered personally, or by a national overnight delivery service and addressed as indicated in Sections 1.03 and 1.04.

28. Waiver

No failure or delay by either Lessor or Lessee in exercising any right, power or privilege under this Lease will operate as a waiver thereof, nor will any single or partial exercise preclude any other or further exercise of any right, power or privilege under this Lease.

29. Holdover

If, with the consent of the Lessor, the Lessee remains in the Leased Premises after the expiration of the Term and has not given prior written notice to Lessor, such continuance of possession by Lessee will be deemed to be a month-to-month tenancy at the sufferance of Lessor and terminable by either party hereto upon giving the other party thirty (30) days' written notice at any time. All provisions of this Lease, except those pertaining to the Term and Rent, will apply to the month-to-month tenancy. Lessee will pay monthly rent in an amount equal to one hundred and twenty percent (120%) of one-twelfth (1/12) of the Annual Rent, payable on the 1st of each month following the end of the Term.

30. Default of Lessor/Limitation of Liability

In the event of any default by Lessor hereunder, Lessee agrees to give notice of such default, by registered mail, to Lessor at Lessor's Notice Address as stated in Section 1.04 and to offer Lessor thirty (30) days to cure the default (unless Lessor's performance is commercially impractical within this time frame). In the event of any actual or alleged failure, breach or default hereunder by Lessor, Lessee's sole and exclusive remedy will be against Lessor's interest in the Leased Premises, and Lessor, its directors, officers, employees and any partner of Lessor will not be sued, be subject to service or process, or have a judgment obtained against him in connection with any alleged breach or default, and no writ of execution will be levied against the assets of any partner, shareholder or officer of Lessor.

31. Subordination

Without the necessity of any additional document being executed by Lessee for the purpose of effecting a subordination, and at the election of Lessor or any mortgagee with a lien on the Project or any ground lessor with respect to the Project, this Lease will be subject and subordinate at all times to (a) all ground leases or underlying leases which may now exist or hereafter be executed affecting the Project, and (b) the lien of any mortgage or deed of trust which may now exist or hereafter be executed in any amount for which the Project, ground leases or underlying leases, or Lessor's interest or estate in any of said items is specified as security. In the event that any ground lease or underlying lease terminates for any reason or any mortgage or deed of trust is foreclosed or a conveyance in lieu of foreclosure is made for any reason, Lessee will, notwithstanding any subordination, attorn to and become the Lesser of the successor in interest to Lessor. Lesser covenants and agrees to execute and deliver to Lessor any document or instrument reasonably requested by Lessor or its ground lessor, mortgage or beneficiary under a deed of trust evidencing such subordination of this Lease with respect to any such ground lease or underlying leases or the lien of any such mortgage or deed of trust. Lessee hereby irrevocably appoints Lessor as attorney-in-fact of Lessee to execute, deliver and record any such document in the name and on behalf of Lessee.

32. Deposit Agreement

Lessor and Lessee hereby agree that Lessor will be entitled to immediately endorse and cash the Lessee's Security Deposit check that accompanies this Lease. In the event that the Lessor does not accept this Lease, such deposits will be promptly refunded in full to Lessee.

33. Governing Law

This Lease is governed by and construed in accordance with the laws of the State of Nevada, and the venue of any suit will be in Elko County, Nevada.

34. Negotiated Terms

This Lease is the result of the negotiations of the parties and has been agreed to by both Lessor and Lessee after prolonged discussion.

35. Severability

If any provision of this Lease is found to be unenforceable, all other provisions shall remain in full force and effect.

36. Brokers

Lessee warrants that it has had no dealings with any broker or agent in connection with this Lease. Lessee agrees to indemnify and hold harmless Lessor against and from any claims for any brokerage commissions and all costs, expenses and liabilities in connection therewith, including, without limitation, attorneys' fees and expenses, arising out of any inaccuracy of the above representation. Lessor agrees to indemnify and hold harmless Lessee against and from any claims for any brokerage commissions and all costs, expenses and liabilities in connection therewith, including, without limitation, attorneys' fees and expenses, arising out of any inaccuracy of the above representation.

37. Quiet Possession

Lessee, upon paying the Rent and any other payments required hereunder, and upon performance of all of the terms, covenants and conditions of this Lease on its part to be kept and performed, may quietly have, hold and enjoy the Leased Premises during the Term of this Lease without disturbance from Lessor or from any other person claiming through Lessor.

38. Entire Agreement

This instrument along with any exhibits and attachments hereto constitutes the entire agreement between Lessor and Lessee relative to the Leased Premises. Except as contained herein, no person purporting to hold authority to bind Lessor to any statement, covenant, warranty, or representation shall be deemed to have such authority, and Lessee agrees that it is not reasonable of Lessee to have assumed that any person had or has such authority. This agreement and the exhibits and attachments may be altered, amended, or revoked only by an instrument in writing signed by both Lessor and Lessee. Lessor and Lessee agree hereby that all prior or contemporaneous oral agreements between and among themselves and their agents, including any leasing agent or lender, and representatives relative to the leasing of the Leased Premises are merged in or revoked by this agreement.

39. Miscellaneous Provisions

39.01 Where context requires, any reference in this Lease to a singular number includes the plural, the masculine gender will include the feminine and neutral genders and the word "person" will include a corporation, firm, partnership or other similar form of business association.

39.02 The headings or titles to paragraphs of this Lease are inserted for ease of reference only and will not be deemed a part of this Lease and will have no effect upon the construction or interpretation of any part of this Lease.

39.03 This Lease contains all of the agreements and conditions made between the parties hereto. Lessee acknowledges that neither Lessor nor Lessor's agents have made any representation or warranty as to the suitability of the Leased Premises to the conduct of Lessee's business. Any agreements, warranties or representations not expressly contained herein will in no way bind either Lessor or Lessee, and Lessor and Lessee expressly waive all claims for damages by reason of any statement, representation, warranty, promise or agreement, if any, not contained in this Lease and the exhibits attached hereto.

39.04 Time is of the essence of in performing each term and provision of this Lease.

39.05 Except as otherwise expressly stated, each payment required to be made by Lessee is in addition to, and not in substitution for, other payments to be made by Lessee.

39.06 Subject to Section 19, the terms and provisions of this Lease are binding upon and inure to the benefit of the heirs, executors, administrators, successors and assigns of Lessor and Lessee.

39.07 All covenants and agreements to be performed by Lessee under any of the terms of this Lease will be performed by Lessee at Lessee's sole cost and expense and without any abatement of rent.

39.08 (intentionally left blank)

39.09 Lessee agrees it will provide to Lessor such financial information as Lessor may reasonably request for the purpose of obtaining construction and/or permanent financing for the Leased Premises.

38.10 If Lessee shall request Lessor's consent and Lessor shall fail or refuse to give such consent, Lessee shall not be entitled to any damages for any withholding by Lessor of its consent; Lessee's sole remedy shall be an action for specific performance or injunction, and such remedy shall be available only in those cases where Lessor has expressly agreed in writing not to unreasonably withhold its consent or where as a matter of law Lessor may not unreasonably withhold its consent.

39.11 Whenever a day is appointed herein on which, or a period of time is appointed in which, either party is required to do or complete any act, matter or thing, the time for the doing or completion thereof shall be extended by a period of time equal to the number of days on or during which such party is prevented from, or is reasonably interfered with, the doing or completion of such act, matter or thing because of labor disputes, civil commotion, war, warlike operation, sabotage, governmental regulations or control, fire or other casualty, inability to obtain materials, or to obtain fuel or energy, weather or other acts of God, or other causes beyond such party's reasonable control (financial inability excepted); provided, however, that nothing contained herein shall excuse Lessee from the prompt payment of any Rent or charge required of Lessee hereunder.

39.12 No slot machine or other gambling game shall be permitted on the Leased Premises without the prior written consent of Lessor. The Leased Premises shall not be used for any "adult bookstore" or "adult motion picture theater" as said terms are defined in NRS 278.0221, or any similar use, notwithstanding any local zoning codes or ordinances or any other provisions of law to the contrary permitting such use.

39.13 This Lease and the exhibits and attachments may be altered, amended, or revoked only by an instrument in writing signed by both Lessor and Lessee.

39.14 This Lease may be executed and delivered by facsimile or other form of electronic transmission such as email or PDF, and such signature shall have the same legal effect as a manual signature. This Lease may be validly executed in any number of counterparts, all of which taken together shall constitute one and the same Lease and each of which shall constitute an original.

39.15 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental actions, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform, shall excuse the performance by such party for a period equal to any such prevention, delay, or stoppage, except the obligations imposed with regard to Rent and other charges to be paid by Lessee pursuant to this Lease shall not be delayed more than one (1) year with the Lessee and Lessor agreeing to an equivalent extension to the Term.

40. No Reservation of Premises

Submission of this Lease shall not be deemed to be a reservation of the Leased Premises. This Lease is subject to the review and mutual acceptance of the final terms, conditions and related documents by Lessor. Lessor shall not be bound hereby until Lessor delivers to Lessee an executed copy of this Lease for the Leased Premises signed by Lessor, having already been signed by Lessee. Lessor reserves the right to exhibit and lease the Leased Premises to other prospective Lessees until such time as the delivery to Lessee of this executed Lease. Lessee may in any event revoke its acceptance and execution of this Lease if Lessor has not delivered a fully executed counterpart hereof to Lessee within ten (10) days after Lessor's receipt of the counterpart executed by Lessee.

41. Special Provisions

The special provisions of this Lease, Section 41.01 and Exhibits "A" through "E", are attached hereto and made a part hereof.

41.01 The Lessor will retain all real property tax abatements, if any, as attributed to the Lessee by the Elko County Assessor. During the Term the Lessee shall timely provide the information or documents necessary to the Elko County Assessor to assess these abatements.

IN WITNESS WHEREOF, Lessor and Lessee have executed this Lease as of the day and year indicated by Lessor's execution date as written below.

Individuals signing on behalf of Lessee warrant that they have the authority to bind the Lessee. Individuals signing on behalf of a Lessee warrant that they have the authority to bind their principals. In the event that Lessee is a corporation, Lessee shall deliver to Lessor, concurrently with the execution and delivery of this Lease, a certified copy of corporate resolutions adopted by Lessee authorizing said corporation to enter into and perform the Lease and authorizing the execution and delivery of the Lease on behalf of the corporation by the parties executing and delivering this Lease. THIS LEASE, WHETHER OR NOT EXECUTED BY LESSEE, IS SUBJECT TO ACCEPTANCE AND EXECUTION BY LESSOR, ACTING ITSELF OR BY ITS AGENT.

Lessor: Vaughn Industrial Park, a Nevada general partnership	Lessee: Elko Institute for Academic Achievement, a Nevada charter school organized and existing under NRS Chapter 386
By:	By:
Its:	Its:
Date:	Date:
	Ву:
	Its:
	Date

EXHIBIT "A"

SITE PLAN OF LEASED PREMISES

(continued on next page)

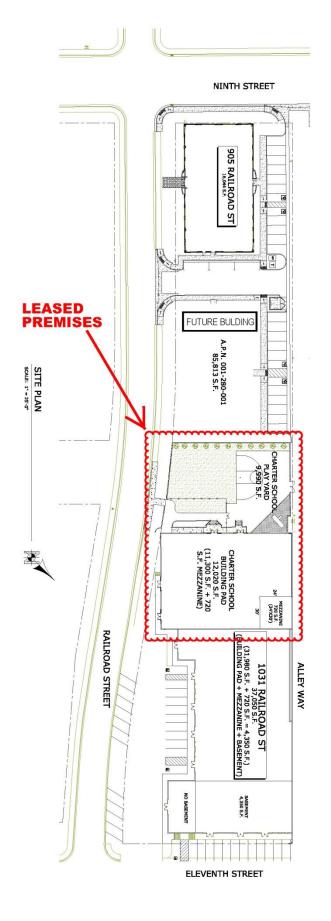


EXHIBIT "B"

EXISTING FLOOR PLAN OF THE LEASED PREMISES AND LESSOR'S WORK

By the LCD, Lessor will substantially complete the following work to the Leased Premises:

- Under permit of the City of Elko, install doors on the classrooms.
- Remodel the NE corner men's restroom, including new restroom fixtures and accessories, new restroom partitions, lighting fixtures, new flooring, and paint.
- Replace the windows in the storefronts with "solarban" bronze-tinted windows (or equal).

The existing floor plan of the interior structure of Leased Premises is shown below with the addition of the classroom doors to be installed by Lessor.

(continued on next page)

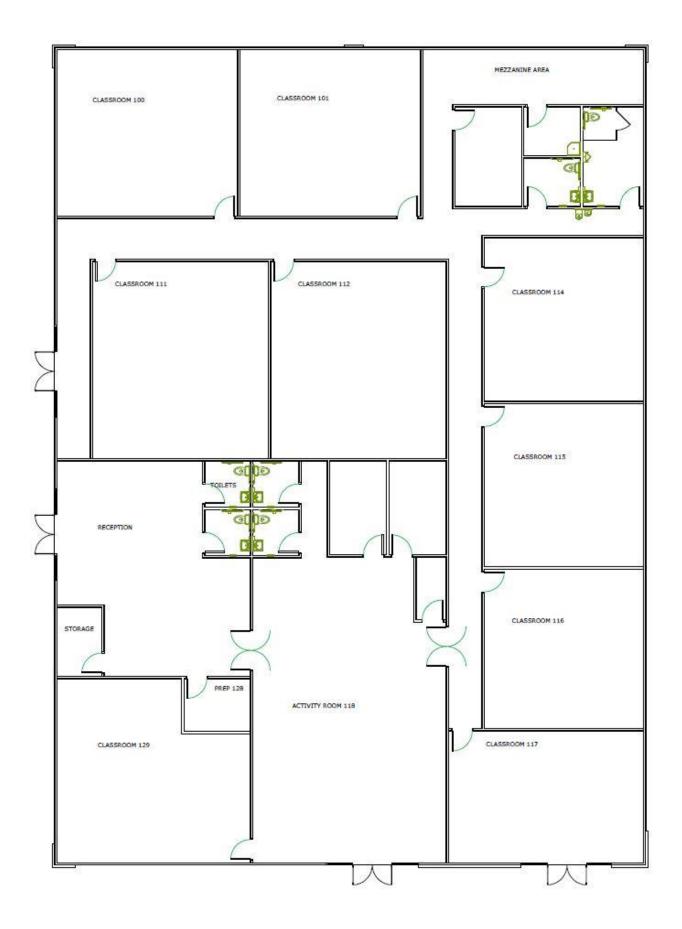


EXHIBIT "C"

RULES AND REGULATIONS

It is further agreed that the following rules and regulations shall be and are hereby made a part of the Lease, and the Lessee agrees that its employees and agents, or any others permitted by the Lessee to occupy or enter said Leased Premises, will at all times abide by said rules and regulations and that a default in the performance and observance thereof shall operate the same as any other defaults under the Lease:

- 1. Prohibited signage. No person shall erect, re-erect, construct, adhere, enlarge, alter, repair, move, improve, remove, convert, or equip any sign or sign structure, or paint a new wall sign or cause or permit the same to be done, except by written consent of the Lessor, on the exterior of the Leased Premises, or visible from the exterior of the Leased Premises, including through windows or glass storefronts, or from the adjacent buildings or land, including the following:
 - a) Signage, decals, lettering, vinyl or other display material adhered to, fastened to or attached to any exterior surface, including doors, windows and awnings.
 - b) Signs which incorporate in any manner any flashing, moving or intermittent lighting or which emit noise;
 - c) Signs which by color, wording, design, location, or illumination resemble or conflict with any traffic control device with the safe and efficient flow of traffic;
 - d) Flags, banners and pennants affixed to the exterior of the Leased Premises;
 - e) Signage visible though an area greater than 20% of the glass storefronts;
 - f) Signs that create a safety hazard by obstructing clear view of pedestrian and vehicular traffic;
 - g) Signs projecting into the common areas or the public right-of-way;
 - h) Portable signs;
 - i) Any proposed sign that would adversely affect conforming lessee signage.

2. Parking on the Project is jointly reserved for all Lessees' clients and customers, while each <u>Lessee's</u> <u>employee parking</u> is to be located in the <u>city parking corridor</u> adjacent to the Project.

- 3. Parking any type of recreational vehicles is specifically prohibited on the Project parking areas or in the city parking corridor. No vehicle of any type shall be stored in the parking areas at any time. In the event that a vehicle is disabled, it shall be removed within forty-eight (48) hours. There shall be no "For Sale" or other advertising signs on or about any parked vehicle. All vehicles shall be parked in the designated parking areas in conformation with all signs and other markings.
- 4. No outside (exterior to the building and play yard) storage of pallets, boxes, cartons, drums or any other containers or materials, including those used in shipping or transport of goods, is allowed. All goods, including material used to store goods, delivered to the Leased Premises of Lessee shall be immediately moved into the Leased Premises and shall not be left in parking or receiving areas overnight.
- 5. Lessee shall place all refuse in proper receptacles provided by Lessor inside trash receptacles located in the trash bin enclosures (if any) provided by Lessor for the Project. Lessee shall keep sidewalks and driveways and lobbies, corridor stairwells, ducts or shafts of the Project free of all refuse.
- 6. Lessee shall not dump liquid waste, including mop buckets or other sewage materials, on the Project or adjacent sidewalks, curbs or gutters.
- 7. The sidewalks, entries, and driveways shall not be obstructed by the Lessee, or its agents, or used by them for any purpose other than ingress and egress to and from their Leased Premises. Lessor may remove any such obstruction or thing (unauthorized by Lessor) without notice or obligation to Lessee.

- 8. Lessee shall not place any movable objects, including antennas, outdoor furniture, etc., in the parking areas, landscaped area or other areas outside of the Leased Premises, or on the roof of the Leased Premises.
- 9. No person shall go on the roof without Lessor's prior written consent.
- 10. No person shall disturb the occupants of the Project by the use of any radio or musical instrument or by the making of loud or improper noises, including music.
- 11. Lessee shall not use, keep or permit to be used or to be kept any foul or noxious gas or substance on the Project, or permit or suffer the Leased Premises to be occupied or used in a manner offensive or objectionable to Lessor or other occupants of the Project by reason of noise, odors and/or vibrations, or interfere in any way with other Lessees or those having business therein. Lessee shall maintain the Leased Premises free from mice, bugs, and ants attracted by food, water or storage materials.
- 12. Lessees shall not do or permit anything to be done in their Leased Premises or bring or keep anything therein which will in any way obstruct or interfere with the rights of other Lessees, or do, or permit anything to be done in their Leased Premises which shall, in the judgment of the Lessor or its manager, in any way injure or annoy them, or conflict with the laws relating to fire, or with the regulations of the fire department or with any insurance policy upon the Project or any part thereof or any contents therein or conflict with any of the of the Rules and Ordinances of the public building or health authorities.
- 13. Lessor reserves the right to exclude or expel from the Project any person who in the judgment of the Lessor, exercising reasonable judgment, is intoxicated or under the influence of liquor or drugs or who shall in any manner do any act in violation of the Rules and Regulations of the Project.
- 14. Lessee shall give Lessor prompt notice of any defects in the water, lawn sprinkler, sewage, gas pipes, electrical lights and fixtures, heating apparatus, or any other service equipment or any dangerous or hazardous condition existing on the Project.
- 15. Except with the prior consent of the Lessor, Lessee shall not use any method of heating or air conditioning.
- 16. All electrical equipment used by Lessees shall be U.L. approved. Nothing shall be done or permitted in Lessee's Leased Premises, and nothing shall be brought into or kept in the Leased Premises which would impair or interfere with any of the Project services or the proper and economic heating, cooling, cleaning or other servicing of the Project or the Leased Premises. Lessee's computers and other equipment are hereby expressly allowed.
- 17. Lessees shall not install or operate any steam or gas engine or boiler, or carry on any mechanical business in the Project. The use of oil, gas or inflammable liquids for heating, lighting or any other purpose is expressly prohibited. Explosives or other articles deemed extra hazardous shall not be brought into the Project.
- 18. Lessees shall not remove any carpet, or wall coverings, window blinds, or window draperies in their Leased Premises without Lessor's prior written consent.
- 19. The Leased Premises shall not be used, or permitted to be used, for residential, lodging or sleeping purposes.
- 20. No animals, birds or pets (other than seeing-eye dogs) of any kind shall be allowed in Lessee's Leased Premises or the Project (except those used primarily for classroom instruction).
- 21. The water closets, urinals, waste lines, vents or flues of the Project shall not be used for any purpose other than those for which they were constructed, and no rubbish, acids, vapors, newspapers or other such

substances of any kind shall be thrown into them. The expense caused by any breakage, stoppage or damage resulting from a violation of this rule by any Lessee, its employees, visitors, guests or licensees, shall be paid by Lessee.

- 22. All decorating, carpentry work, or any labor required for the installation of Lessee's (a) equipment, such as an alarm system, computer, telephone/telegraph equipment, lines, cables or other electrical devices; or (b) furnishings or other property shall be performed at Lessees expense, and will not require Lessor's prior verbal or written approval. Should any such work require alterations that affect the heating, ventilation, air conditioning, plumbing, electrical or mechanical systems of the Project, the roof, or the structure of the Project, Lessor's prior written approval will be required. Structural changes are changes that affect a vital and substantial portion of the Leased Premises, changing its characteristic appearance or design, fundamental purpose of its erection or uses, or a change in nature as to affect the realty itself, unusual in scope, effect or expenditure.
- 23. Except as permitted by Lessor, Lessee shall not mark upon, paint signs upon, cut, drill into, drive nails or screws into, or in any way deface the walls (except to hang art and trade fixtures on the interior walls), including the exterior walls, ceilings, partitions or floors of their Leased Premises or of the Project, and the repair cost of any defacement, damage, or injury caused by Lessee, its agents or employees shall be paid for by the Lessee.
- 24. Lessee shall bear the cost of repairing any damage to the Project or the public facilities, or to any facilities used in common with other Lessees, caused by Lessee or its employees, licensees, agents or invitees.
- 25. Lessor reserves the right to restrict or prohibit canvassing, soliciting or peddling in the Project.
- 26. The Lessor reserves the right to make such other and further reasonable rules and regulations as in its judgment may from time to time be needful and desirable for the safety, care and cleanliness of the Leased Premises and for the preservation of good order therein.
- 27. Lessee shall not install blinds, window screens or curtains behind any glass storefront or exterior window, unless the approved by Lessor in writing. The "pre-approved" window screen is the <u>Hunter Douglas</u> <u>Designer Screen Roller Shades, "Umbria" fabric, "Basalt RLUM 297" color, inside mount</u>.

Exhibit "C" to lease dated ______, by and between Vaughn Industrial Park and Elko Institute for Academic Achievement

Vaughn Industrial Park

Elko Institute for Academic Achievement

EXHIBIT "D"

ESTOPPEL AGREEMENT

LESSOR:	Vaughn Industrial Park, a Nevada general partnership
LESSEE:	Elko Institute for Academic Achievement, a Nevada charter school organized and existing under NRS Chapter 386
DATE:	

RECITALS:

- A. Lessor and Lessee have entered into a Lease Agreement (the "Lease") dated as of ______, whereby Lessor leased to Lessee, and Lessee leased from Lessor, certain real property located in the County of Elko, State of Nevada, which real property is commonly known as 1031 Railroad St. #107, Elko, Nevada.
- B. The undersigned Lessee occupies the Leased Premises.
- C. Annual Rent has been paid in the amount of \$132,250.00 by Lessee to Lessor for the period 9/1/20-8/31/21.
- D. The Security Deposit has been paid in the amount of \$451.83 by Lessee to Lessor.
- E. As of this date hereof, the undersigned Lessee is entitled to NO credit, offset or deduction in rent.
- F. All construction to be performed by Lessor is complete and has been approved by Lessee.
- G. There are no written or oral agreements affecting tenancy other than the Lease.
- H. In accordance with Section 1.06 of the Lease, Lessor and Lessee desire to set forth herein the Lease Commencement Date.
- I. Capitalized terms used but not otherwise defined herein shall have the meaning ascribed to each such term in the Lease:

NOW THEREFORE, Lessor and Lessee certify and agree as follows:

- 1. The Lease Commencement Date of the Lease is hereby established as ______
- 2. The initial Term of this Lease shall be forty-eight (48) months.

IN WITNESS WHEREOF, Lessor and Lessee have caused this Estoppel Agreement be executed as of the day and year first above written.

Lessor: Vaughn Industrial Park

Lessee: Elko Institute for Academic Achievement

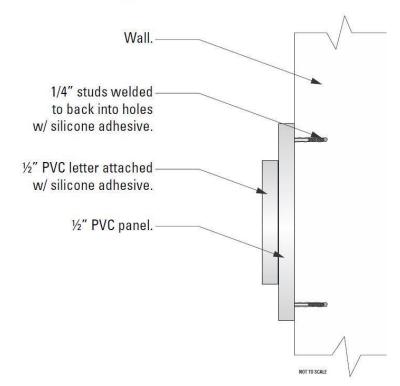
By:	By:
Its:	Its:
Date:	Date:

EXHIBIT "E"

SIGN SPECIFICATOINS

Lessee's shall install a 36" H x 48" W wall-mounted, non-illuminated PVC (<u>or acrylic</u>) dimensional sign on the front exterior face of the Leased Premises in a location designated by Lessor. The sign base board or backing material shall be PVC (<u>or acrylic</u>) and be 1/2" thick with quarter-round edges, using a matte finish and raised PVC lettering from 1/4" to 3/4" thick. Mounting system below recommended but not require.

F.C.O Letter / Panel Attachment



Prior to sign fabrication Lessee shall submit or cause to be submitted to the Lessor for approval at least two (2) copies of detailed sign drawings (or via electronic media) covering the location, size, layout mounting method, design, color, and materials of the proposed sign or signs. All submittals should be addressed to: Vaughn Industrial Park, 316 California Ave., #12, Reno, Nevada 89509 or at stephen@buildnv.com.

After the Lessor has approved the sign drawings, Lessee shall submit the plans to the City for approval. If any changes are made in the Lessor-approved plans by the Planning Department Lessee shall re-submit revised plans to the Lessor for review and approval prior to fabrication and installation. All permits and fees for signs and their installation shall be obtained and paid for by the Lessee or his representative.

Lessee shall be fully responsible for their sign and choice of sign contractor. Lessee's sign contractor shall be licensed to work in the State of Nevada and the appropriate local jurisdiction and shall carry workers compensation and public liability insurance in the amount of \$500,000.00 per occurrence against all damage suffered or done to any person and/or property while engaged in the construction or erection of signs.

Lessee shall be responsible for the fulfillment of all requirements and specifications of this document and any appropriate City Code.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 19

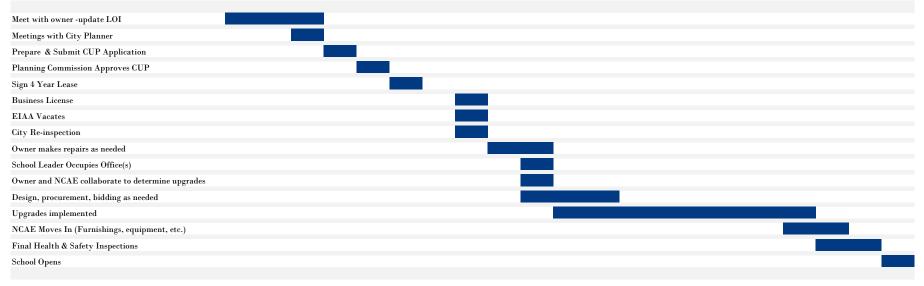
Facility Preparation Schedule/Timeline

Nevada Classical Academy Elko 1031 Railroad St., Elko, NV 89801



Facility Preparation Timeline

Jan-24 Feb-24 Mar-24 Apr-24 Jun-24 Jun-24 Jul-24 Aug-24 Sep-24 Oct-24 Nov-24 Dec-24 Jan-25 Feb-25 Mar-25 Mar-25 May-25 Jun-25 Jul-25 Aug-25 Sep-25



Nevada Classical Academy Elko Charter Application ATTACHMENT 19 – Construction, Renovation and/or Tenant Improvements

NCAE has been working toward securing our initial facilities since late 2023 and has a well-defined high-probability path forward.

NCAE has a Letter of Intent from the owner of a facility at 1031 Railroad St., Elko, NV. This facility is currently in use by a charter school, Elko Institute for Academic Achievement (EIAA). EIAA will relocate to a larger facility during the summer of 2024, leaving their location available for lease by NCAE. Because the property is already in use as an elementary school, no significant construction or remodeling will be required

Tenant Improvements

On September 1st of 2024 the EIAA's current lease will end, and they will vacate their current facility. Our lease of that same facility will begin on September 1st of 2024. Our lease agreement with the landlord for Year 0 is \$66,351, a 50% discount on the annual lease rate. As part of our agreement with the landlord and a further benefit to NCAE, these funds will be used for renovations or capital improvements that are needed for the facility, at the discretion of NCAE. Per the LOI, the likely options include: 1) framed skylights and/or windows in classrooms; 2) sidewalk and landscaping extension on the Railroad Street side of the building; 3) upgraded glass storefront doors facing the west with electronic access controls. Our lease agreement specifies that these renovations will be completed by the landlord. Due to that agreement, our lease is included in the budget, but the costs for these capital improvements are not included. Our budget does include \$64,200 for tenant improvements (if needed) which are estimated as:

- Interior Painting \$13,000 (\$0.64/sq ft)
- Prep and paint floor \$36,000 (\$3.00/sq ft)
- Minor exterior masonry repairs \$1200
- Building signage \$5,000

All improvements will be completed during Year 0.

Classroom Expansion

With the yearly expansion of our student body, we will require additional classrooms beginning in Year 4. We have had discussions with our landlord regarding the adjacent vacant property, which he also owns. This property is 12,600 sq ft. The typical lease for that square footage in this location would be approximately \$40,000 per year. Electrical, sewer and water are already on the site. Our plan is to purchase or lease one modular for Year 4, two modulars for Year 5, and one modular for Year 6. Each modular contains two classrooms and two restrooms. Our budget contains typical lease costs for these modular classrooms. This growth plan is supported by the property owner.

Building Maintenance

Building maintenance, such as HVAC, mechanical and electrical are included in the lease agreement as the responsibility of the landlord. All renovations and improvements to the facility will be completed by the landlord, not by outside contractors.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 20

Approval From Local Jurisdiction

Nevada Classical Academy Elko 1031 Railroad St., Elko, NV 89801



Facility Preparation Timeline Jan-24 Feb-24 Mar-24 Apr-24 Jun-24 Jun-24 Jul-24 Aug-24 Sep-24 Oct-24 Nov-24 Dec-24 Jan-25 Feb-25 Mar-25 Mar-25 May-25 Jun-25 Jul-25 Aug-25 Sep-25 Meet with owner -update LOI Meetings with City Planner Prepare & Submit CUP Application Planning Commission Approves CUP Sign 4 Year Lease **Business License** EIAA Vacates City Re-inspection Owner makes repairs as needed School Leader Occupies Office(s) Owner and NCAE collaborate to determine upgrades Design, procurement, bidding as needed Upgrades implemented NCAE Moves In (Furnishings, equipment, etc.) Final Health & Safety Inspections School Opens

Nevada Classical Academy Elko Charter Application ATTACHMENT 20 – Approval from Local Jurisdiction

NCAE has been in regular communication with Elko City Staff regarding permitting requirements for the use of the identified facility for our purpose.

Because the site is currently in use as an elementary school, there are few steps in the process and no significant concerns.

The above timeline is an overall view of preparing the facility for use, with the permitting activities highlighted in yellow. Those items are:

Meetings with City Planner - March, 2024 (completed)

Prepare and submit CUP application – April, 2024 (completed)

Planning Commission Meeting - May 7, 2024 (expected approval)

Business license application – August, 2024

City inspection prior to occupation - August, 2024

Repairs and upgrades will take place from October, 2024 to June, 2025

Final health, safety and building inspections - August 2025

Throughout these activities, NCAE staff will work with City and State officials and the property owner to ensure compliance with all regulations prior to school opening.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 21

List of Insurance Coverage

Nevada Classical Academy Elko Application ATTACHMENT 21: Insurance Coverages

Nevada Classical Academy Elko will provide insurance for all staff for the following: secure workers' compensation, liability insurance, and health insurance.

Specific coverages and levels include:

- General liability insurance coverage of \$2,000,000. Includes coverage for molestation and sexual abuse, and have a broad form policy, with the named insureds
- Umbrella (\$3,000,000)
- Educators' legal (\$1,000,000)
- Employment practices (\$1,000,000)
- Employment benefits (\$1,000,000)
- Insurance covering errors and omissions of the sponsor and governing body of the charter school (\$1,000,000)
- Accident Insurance For volunteers or students due to accident at school
- Commercial Property/Campus Liability
- Cyber Liability
- Errors and Omissions
- Products/Completed Operations Aggregate

The budgeted amounts included in the budget were estimates from Assured Partners. This company currently insures the EIAA.



Nevada Classical Academy Elko Charter Application

ATTACHMENT 22

Budget Narrative

Nevada Classical Academy Elko Charter Application ATTACHMENT 22 -BUDGET NARRATIVE

The attached budget and cash flow projection are based on conservative estimates of actual costs to operate NCAE. Assumptions to create the budget model are based on rates provided by the State of Nevada, historical financial data, and comparable school estimates.

REVENUES

Pupil-Centered Funding Plan (PCFP), formerly Distributive School Account: The most significant source of revenue is the PCFP, which is based on average daily enrollment, with weighted adjustments for special populations. The budget reflects a model assuming 113 students in Year 1. For Year 1, we assume Kindergarten has two classes of 22 students, one section of 22 in 1st and 2nd grades and 25 in 3rd grade. All grade levels will roll forward each year until 8th grade, with a K-8 capacity of 357 in Year 6 (2031-2032). Information on the Enrol & Rev worksheet reflects projections for subgroups. PCFP rates are per the SPCSA template and align with the FY 24-25 rate of \$10,153 per pupil.

Federal and State Revenue: Federal and state revenue assumptions are based on rates provided by the State of Nevada and comparable local charter schools in their first year of operations. Sources of Federal revenue will include eligible Title funding and special education funding. Percentages of students identified as English Language Learners and Special Education are based on the average demographics of the schools in our target community, reflecting our commitment to serving students attending underperforming schools. The budget model reflects that the school will not receive State (other than PCFP) or Federal funding in Year 1.

Start-Up Funding: Although the budget does not reflect material resources in the planning year, the school has engaged in a targeted fundraising initiative to help fund start-up expenses. We currently have pledges totaling \$558,500 and have collected \$508,500 of those pledges. All donated funds received are being used to support Year 0 planning costs, building rental, and the School Leader and Office Manager's salaries. The school also plans to apply for the SPCSA Charter School Revolving loan and the Opportunity 180 grant as soon as we are eligible. We also have a support letter from Nevada Gold Mines stating we will be eligible to apply for their Social Investment Program once we receive our charter. The EIAA received \$500,000 through this program. We will also be eligible for funding through Elko County. The EIAA received \$500,000 from the County. These additional anticipated fundraising/grant revenues have been included in the application budget at \$100,000 per year.

The unused donations received through Year 0 will be carried over into Year 1. The anticipated surplus of \$209,863 from Year 0 is included in Year 1 as Revenue under donations, as discussed with Mr. Dang of the SPCSA in April.

It is anticipated that the school will require some additional borrowings to cover some of the deficits in the early years of the school. Included in the budget is an estimated loan in Year 1 of \$200,000 at 7% interest payable at \$40,000 principal per year plus interest. We have a few individuals who have offered to loan money if needed and if the charter is approved, but at this point we do not have any firm loan commitments. It is also our intention to continue to solicit significant donations and we anticipate that will be much more likely once the charter is approved.

None of our currently pledged or received funding has any restrictions. We have included pledge forms and a current bank statement in Attachment 23 of our application. Many of our support letters also include donations of services.

EXPENSES

Salaries/Personnel – For our School Leader salary we set a base of \$125,000 plus the benefits listed below. We set this number a little higher than the average site administrator in our County to help in our recruitment efforts. Teacher salaries are based on the State average of \$58,558. Our salary schedule will be determined by the Governing Board once it is established. Our FTE's are listed in the table below:

Staff Summary	2025	2026	2027	2028	2029	2030	2031
FTE - Administrators	1	1	1	1	2	2	2
FTE - Office	0.5	1	1	1	2	2	2
FTE - SPED Teachers	0	0.5	0.5	0.5	1	1	1
FTE - ELL Teachers	0	0.5	0.5	0.5	0.5	0.5	0.5
FTE - Guidance Counselors &							
Other	0	1.5	1.5	2	2	2	2
FTE - Grade Level Teachers	0	6.4	8.4	11.2	13.2	16	18
Total	1.5	10.9	12.9	16.2	20.7	23.5	25.5

Expenses for benefits are based upon state requirements and current Founder's Classical Academy of Las Vegas rates. The average annual medical benefits cost is \$7,000 per single employee. The school will also offer retirement benefits through NVPERS, with employer costs included at 33.5% of salaries. Other benefit-related costs include Medicare tax of 1.45% and unemployment insurance at 2.95% of eligible expenses up to the annual salary cap in the State of Nevada. Worker's compensation is at 0.9%.

The budget includes professional development and travel costs for staff at \$1,050 per FTE each year of operation.

Instruction Related Expenses

Curriculum costs: The budget assumes \$1,424 per student for instructional supplies.

For recruiting, hiring, and marketing, NCAE expects to spend \$2000 in Y0 and \$1000 in Y1-Y6 for recruiting, hiring, and other marketing expenses.

To ensure the school can service its projected special education population, in addition to the salaried special education personnel, the budget also includes \$1,600 per SpEd student in Special Education Contractor Costs.

Other supplies to support student learning include office supplies at \$3.07 per student, assessment costs at \$15 per student, and health supplies at \$5 per student.

Operation Related Expenses

Operational contracted expenses for the school include fees for an annual audit budgeted at \$30,000 in Year 2 with a 2% inflation increase + fee growth due to increased procedures as school grows. Also included are legal expenses budgeted at \$2,500 in Years 0 and 1 with a 2% inflation increase, per the budget model formulas.

Back-office support services (Financial Services) are based on the estimated cost of the contract with Founder's Classical Academy of Las Vegas, who assisted the Committee to Form in creating this budget. Services include fiscal training of staff and board, accounts payable, payroll, budgeting, accounting, financial reporting, compliance reporting, and strategic planning. The estimated costs for

this service (we don't have a contract at this time) is \$26,000 in Year 0 and \$35,000 per year in Years 1-6.

NCAE will collect income verification forms during student enrollment to ensure accurate free and reduced income eligibility documentation is retained for federal reimbursement. The school will use this information to determine the National School Lunch Program free and reduced program eligibility to connect families with lower income levels to access additional support and wrap-around services. Depending on student demographics in the first year of operation, we will apply to become a National School Lunch Program community eligibility provision (CEP) school, which will assist the school in budgeting and providing for future food service cost projections. CEP designation is not an option in Year 1. The school will collect the income verification forms along with enrollment paperwork for each student and will work to determine if CEP is an option in the future. If so, the application will be submitted for Year 2 of school operations.

Facilities

Facility costs in Years 1-3 are based on the proposed property lease being considered as the NCAE initial location, including 10,020 square feet at \$11.04 per square foot per year. Utilities are estimated at \$1.60 per square foot per year.

Custodial work will be a contracted service. We used EIAA's current contract cost in our budget.

Other facility maintenance costs are included in the lease agreement.

With the yearly expansion of our student body, we will require additional classrooms beginning in Year 4. We have had discussions with our landlord regarding the adjacent vacant property, which he also owns. This property is 12,600 sq ft. The typical lease for that square footage in this location would be approximately \$40,000 per year. Electrical, sewer and water are already on the site. Our plan is to purchase or lease one modular for Year 4, two modulars for Year 5, and one modular for Year 6. Each modular contains two classrooms and two restrooms. Our budget contains typical lease costs for these modular classrooms.

Technology and Equipment

Classroom Technology: Devices: Each teacher will be provided a laptop computer for lesson preparation and all other professional expectations, equipped with full Microsoft Office. The estimated cost per teacher device is \$768. For students, the school will provide a laptop cart for each grade classroom, recognizing the need for students to have access to online assessment and learning opportunities. The estimated cost per student is \$358. The school has also budgeted \$1,000 per classroom for additional classroom technology.

Other Technology:

Student Information Systems (SIS) costs are based on vendor quotes and informed by similar school experiences. Infinite Campus cost is included at \$8 per student.

Copier Lease rates of \$7.80 per student are based on similar costs of neighboring charter schools.

Internet and phone expenses are estimated at \$456/month.

Assessment Software costs for NWEA-MAP of \$5.50 per student and eSpark at \$2,000 per year are also included in the budget.

Furniture: The school expects to purchase necessary faculty and student furniture based on a budget of \$4,500 per FTE for faculty and \$282 per student. However, NCAE will also contact school districts for surplus equipment.

Transportation: NCAE does not plan to provide transportation in Year 1. NCAE will begin working on a transportation plan upon charter approval so it can be provided as soon as fiscally feasible. When NCAE decides to contract for transportation services, the School Leader will oversee transportation needs, serve as the transportation supervisor for the school, and work with the transportation provider to apply for funding, ensure all requirements are met, and all procedures comply with rules and law. The School Leader will work with the Governing Board to ensure appropriate policies are adopted, and processes are established to comply with State Board and charter policy. The School Leader will obtain the required management training and annual training and ensure that school policies are adopted and followed in compliance with the requirements. Whether transportation is provided for individual field trips, special needs, and activities only, or if the board determines that regular transportation is to be offered to all students, the board will adopt policies and procedures to comply with rule, law, and contract compliance if transportation services are provided.

Budget Summary & Cash Flow

While these funds are not built into the budget, the school will attempt to secure revenue from the Opportunity 180 Grant and the SPCSA Charter School Revolving Loan as soon as they are available. It is our expectation of the School Leader that they will pursue all available school funding grants.

NCAE is basing our budget assumptions on our targeted enrollment. We currently have 107 students who have completed our intent to enroll forms. Our Year 1 targeted enrollment is 113, and through our upcoming outreach programs we anticipate having excessive amounts of students in all grade levels. Many parents we have talked to are waiting to see if we get our charter before completing the intent to enroll form. EIAA has over 500 students on their waiting list, and they are the only other charter school in our attendance area. In the event that we have fewer students actually enroll than anticipated in Year 1, we will reduce instructional personnel and support staff if we fall short of that number. For example, our goal is to start with two sections of Kindergarten in Year 1. If we don't have enough students for two full sections, we will consider reducing one FTE and only having one section of Kindergarten. We will also increase our fundraising efforts as needed. At this point we have not advertised for sponsors or had a fundraising activity. We easily acquired over \$500,000 by word of mouth. Two sponsors have contributed \$200,000 each, so we are confident that we can cover any shortfalls by increasing our fundraising efforts.

NCAE's School Leader will work with the board to plan financial controls that will include policies and procedures for budgeting, purchasing, payroll, cash management, and financial reporting. These controls should be designed to prevent fraud, waste, and abuse of school funds. Implementing these controls may involve training staff on proper procedures, establishing internal controls, and regularly reviewing and monitoring financial transactions. NCAE will follow the contingency plan below to ensure the school's revenue success:

- Perform a Thorough Financial Analysis: NCAE will conduct a thorough financial analysis of the school. This analysis will include a review of the school's revenue streams, expenses, and cash flow. This analysis will provide insights into our school's financial health and identify areas where cost savings can be made.
- Reduce Non-Essential Expenses: Upon completing the financial analysis, we will identify nonessential costs that may be lowered or eliminated. This may involve lowering staff hours, extracurricular activities, and the expense of supplies and equipment.
- Increase Income Sources: NCAE will seek to increase its revenue streams. This will involve growing enrollment, providing new activities and services, applying for grants, and fundraising activities.

- Establish a Reserve Fund: NCAE will establish a reserve fund to prepare for unforeseen financial obstacles. This fund should be used to cover any unforeseen costs or gaps in revenue.
- Create a Financial Advisory Committee: The board will form a financial advisory group of finance and accounting specialists. At times of financial turmoil, this committee can give direction and support.



ATTACHMENT 23

Proof of Fundraising Revenue



Mar 1, 2024 to Mar 31, 2024

For Member Nevada Classical Academy Elko (XXXX0702)

NEVADA CLASSICAL ACADEMY ELKO PO BOX 2762 ELKO, NV 89803-2762



SUMMARY OF YOUR ACCOUNT

NEVADA CLASSICAL ACADEMY ELKO

SUBACCOUNT	ENDING	YTD	YTD	PAYMENT
NAME	BALANCE	DIVIDENDS	INTEREST	DUE
NCAE SAVINGS	4010 000 07	\$000 TO		
NEVADA CLASSICAL ACADEMY ELKO - S0001	\$218,363.65	\$229.73		
NCAE CHECKING	\$18.232.84	\$0.00		
NEVADA CLASSICAL ACADEMY ELKO - S0010	+ ,			
TOTAL		\$229.73		

NCAE SAVINGS

NEVADA CLASSICAL ACADEMY ELKO - S0001 (JOINT OWNER MARK PARIS)

DATE	CHECK #	TRANSACTION	AMOUNT	BALANCE
MAR 1 MAR 31 MAR 31		Your Previous Balance Dividend Deposit (Annual Percentage Yield Earned Rate: 0.350%) Your New Balance	\$64.89	\$218,298.76 \$218,363.65 \$218,363.65

SUMMARY

Dividend Paid Last Year	\$349.79	Dividend Paid This Period	\$64.89
Days in Period	31	Dividend Paid YTD	\$229.73
Annual Percentage Yield Earned	0.350%		







Mar 1, 2024 to Mar 31, 2024

For Member Nevada Classical Academy Elko (XXXX0702)

TOTAL OVERDRAFT AND RETURNED ITEM FEES		
FEE TYPE	FOR THIS PERIOD	YTD
Overdraft Fees	\$0.00	\$0.00
Returned Item Fees	\$0.00	\$0.00
Total Fees YTD		\$0.00

NCAE CHECKING

NEVADA CLASSICAL ACADEMY ELKO - S0010 (JOINT OWNER MARK PARIS)

DATE	CHECK #	TRANSACTION	AMOUNT	BALANCE
MAR 1		Your Previous Balance		\$9,286.41
MAR 7		Check Deposit	\$10,000.00	\$19,286.41
MAR 8	121	Draft Withdrawal Draft # 121	-\$250.00	\$19,036.41
MAR 11	118	Draft Withdrawal Draft # 118	-\$225.00	\$18,811.41
MAR 12	119	Draft Withdrawal Draft # 119	-\$418.36	\$18,393.05
MAR 18	117	Draft Withdrawal Draft # 117	-\$160.21	\$18,232.84
MAR 31		Your New Balance		\$18.232.84

SUMMARY

Divid	end Paid Last Year	\$0.00	Dividend Paid This Period	\$0.00
Days	n Period	31	Dividend Paid YTD	\$0.00
Annu	al Percentage Yield Earned	0%		

OTAL OVERDRAFT AND RETURNED ITEM FEES		
FEE TYPE	FOR THIS PERIOD	YTD
Overdraft Fees	\$0.00	\$0.00
Returned Item Fees	\$0.00	\$0.00
Total Fees YTD		\$0.00





Mar 1, 2024 to Mar 31, 2024

For Member Nevada Classical Academy Elko (XXXX0702)



2397 Mountain City Hwy., Elko, Nevada 89801-2412 580 Spring Valley Ct., Spring Creek, Nevada 89815-6812 Phone: 775.738.4083 Fax: 775.738.2582 elkofcu.org

NOTICE OF ANNUAL MEETING & ELECTION OF DIRECTORS

The Sixty-Fourth Annual Meeting of Elko Federal Credit Union (EFCU) will be held April 13, 2024 at 9:00 AM. The location of the meeting will be the Elko Boys & Girls Club 782 Country Club Drive Elko, Nevada.

ELECTION OF DIRECTORS

Election of Directors will be in accordance with EFCU Bylaws. There is one (1) Director Position open for election in 2024, and one (1) nomination has been provided by the Nominating Committee. There are no nominations accepted from the floor when the number of nominees equals the number of open positions. Therefore, EFCU will not conduct the election by ballot. This position is for a three (3) year term which will commence upon election to the Board.

The Nominating Committee consisting of Chairman Robert Collyer, Amanda Osborne, and Mark Wetmore have nominated one individual to run for election to the Board of Directors. The nominee has agreed to serve if elected. The nominee is:

Jon Wahrenbrock – Jon has been a member of the EFCU Board of Directors over 20 years. Jon is a retired independent insurance agent with 30 years of experience in the insurance industry. Jon has been a resident of Elko since 1980. Jon served as President of the NV Independent Insurance Agents Association. Jon also served on the National Board of the Independent Insurance Agents of America. Jon is an entrepreneur with real estate investments.

Nominations for election may also be made by petition signed by one percent of the membership of EFCU. Nominations by petition can be made for a period of thirty (30) days from the date of this notice. To be valid such nominations will be accompanied by a signed letter from the nominee or nominees stating that they are agreeable to the nomination and will serve if elected to office. The election will not be conducted by ballot and there will be no nominations accepted from the floor at the Annual Meeting when there is only one nominee for each position to be filled. Nominations by petition may be delivered to the EFCU in a sealed envelope to the attention of the nominating committee chair or mailed to EFCU Board of Directors Nominating Committee, Attention: Chairman; 2397 Mountain City Hwy, Elko, NV 89801.

5×CM

January 30, 2024



NCUA



Mar 1, 2024 to Mar 31, 2024

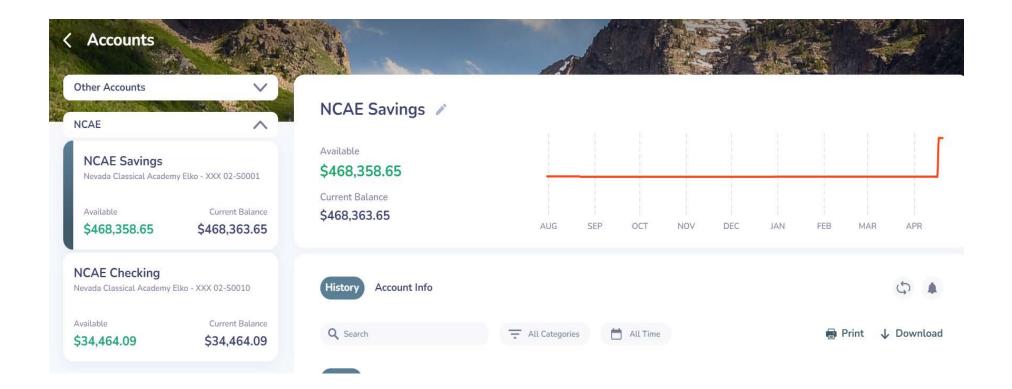
For Member Nevada Classical Academy Elko (XXXX0702)





NCAE Savings and Checking Accounts Balance as of April 22, 2024







Department of the Treasury Internal Revenue Service Tax Exempt and Government Entities P.O. Box 2508 Cincinnati, OH 45201

NEVADA CLASSICAL ACADEMY ELKO PO BOX 2762 ELKO, NV 89803-2810 Date: 03/18/2024 Employer ID number: 88-3145295 Person to contact: Name: Sadeisha Ashley ID number: 11797 Telephone: 877-829-5500 Accounting period ending: June 30 Public charity status: 170(b)(1)(A)(ii) Form 990 / 990-EZ / 990-N required: Yes Effective date of exemption: June 16, 2023 Contribution deductibility: Yes Addendum applies: No DLN: 26053574001773

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

Information for Charter Schools

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

stephere a martin

Stephen A. Martin Director, Exempt Organizations Rulings and Agreements 7:31 PM

04/18/24

Accrual Basis

Nevada Classical Academy Elko

Transaction Detail By Account

July 1, 2022 through April 18, 2024

Туре	Date	Num	Adj Name	Memo	Clr	Split	Debit	Credit	Balance
Direct Public Support									
Board Member Cont									
Deposit	06/08/2023 06/08/2023		Cadie Hatch	Board Contributions Board Contributions		EFCU -Checking		2,500.00	2,500.00
Deposit Deposit	06/08/2023		Steninger Dorothy & Rex Paris, Kim & Mark	Board Contributions Board Contributions		EFCU -Checking EFCU -Checking		2,500.00 2,500.00	5,000.00 7.500.00
Deposit	06/08/2023		Brough, Wilde	Board Contributions		EFCU -Checking		2,500.00	10.000.00
Deposit	06/08/2023		Hoffman, Lee & Lynn	Board Contributions		EFCU -Checking		2,500.00	12,500.00
Deposit	06/08/2023		Buckner, Kelly	Board Contributions		EFCU -Checking		2,500.00	15.000.00
Deposit	06/27/2023		Lisa Becker	Board Contributions		EFCU -Checking		2,500.00	17.500.00
Deposit	06/27/2023		Demar Dahl	Board Contributions		EFCU -Checking		2,500.00	20,000.00
Deposit	11/17/2023		Amy Nelson	Board Contributions	1	EFCU -Checking		500.00	20,500.00
Deposit	02/15/2024		Amy Nelson	Board Contributions		EFCU -Checking		500.00	21,000.00
Total Board Member (Contributions					_	0.00	21,000.00	21,000.00
Corporate Contribut									
Deposit	04/18/2024	28218	Gunnar Klaar	National Christian Foundation Michigan	1	EFCU - Savings		250,000.00	250,000.00
Total Corporate Contr	ibutions						0.00	250,000.00	250,000.00
Individ, Business Co									
Deposit	07/21/2022		Save The West	Part of \$5,000 Contribution		EFCU - Savings		3,500.00	3,500.00
Deposit	07/21/2022		Save The West	Part of \$5,000 donation		EFCU -Checking		1,500.00	5,000.00
Deposit	07/21/2023		Anonymous	Check Deposit		EFCU - Savings		200,000.00	205,000.00
Deposit Deposit	10/19/2023 10/19/2023		Mae Steninger Dan Steninger	Check Deposit Check Deposit		EFCU -Checking EFCU -Checking		500.00 5,000.00	205,500.00 210,500.00
Deposit	10/19/2023		Janice Driskell	Check Deposit		EFCU -Checking		5,000.00	211,000.00
Deposit	10/19/2023		Catherine Wines	Check Deposit		EFCU -Checking		250.00	211,000.00
Deposit	11/17/2023		Patty Cafferatta	Board Contribution		EFCU -Checking		1,000.00	212,250.00
Deposit	01/18/2024		Thelma Homer	Donation		EFCU -Checking		250.00	212,500.00
Deposit	03/07/2024		Reece & Tammy Keener	Check Deposit		EFCU -Checking		10.000.00	222,500.00
Deposit	04/18/2024		JWF Ranching LLC	JWF Ranching		EFCU - Savings		15,000.00	237,500.00
Total Individ, Busines	s Contributions					_	0.00	237,500.00	237,500.00
Total Direct Public Supp	ort					_	0.00	508,500.00	508,500.00
DTAL						_	0.00	508.500.00	508.500.00

Nevada Class	sical Academy Elko				
Classical Education for a Brighter Future Campaign					
Donoi	r Pledge Form				
As an expression of my/our support of Nevada to the "Classical Education for a Brighter Futu	Classical Academy Elko, I/we pledge \$_5,000-				
	<u>or Information</u> Please Print)				
Name: Lisz Becker					
Company:					
City: Elko	State: NV Zip: <u>89801</u>				
	Vork Phone:				
Pled	ge Information				
My/our first payment of $2,500^{-1}$	will start: $06/19/2023$				
My/our second payment of $\frac{2500}{7}$	(Date)				
Pledge Comments:					
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Signatu	Date: 06/19/2023				
	810 • Elko, NV 89803 elko@gmail.com				
*NV	NEVADA CLASSICAL ACADEMY Elko				

Nevada Classical Academy
Building a Stronger Community Campaign
Donor Pledge Form
As an expression of my/our support of the Nevada Classical Academy, I/we pledge $\frac{3}{2}$ ()). to the "Building a Stronger Community" Campaign.
Donor Information
(Please Print)
Name: <u>Xelly Ducknes</u>
Company:
Address:
City: Zip: Zip:ZIPI
Pledge Information
My/our first payment of \$ 2,500, 00 will start: 6/6/23
My/our second payment of $\$_2$, 500 , 00 will start: 610 , 24
will start. $\frac{0}{1} \frac{1}{1} $
Pledge Comments:
SignaturDate:
Nevada Classical Academy Elko • PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com
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NEVADA CLASSICAL ACADEMY Elko

Nevada Classical Academy Elko Classical Education for a Brighter Future Campaign Donor Pledge Form

As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge $\frac{1}{5,000}$ to the "Classical Education for a Brighter Future" Campaign.

Donor Information (Please Print)
Name: ELICO FEDERAL CLOPIT UNION
Company:
Addres
City: _
Home
E-mail
* <u>Pledge Information</u>
My/our first payment of $(2, 500)$ will start: $2/10/23$ My/our second payment of $(2, 500)$ will start: $9/10/23$ Image: Delege Comments: Image: Delege Comments: Image: Delege Comments:
Signature: Date: 7/12/23 PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com NE VA DA CLASSICAL ACADEMY Elko

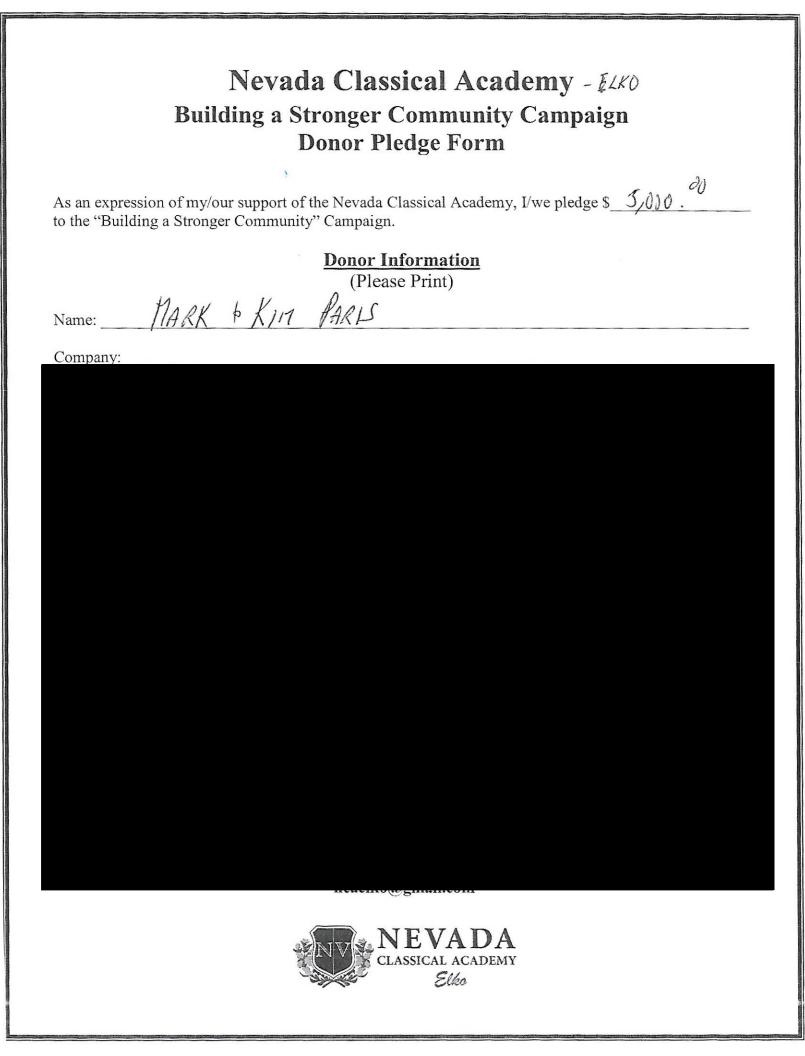
Nevada Classical Academy Elko
Classical Education for a Brighter Future Campaign
Donor Pledge Form
As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge $\frac{30,000}{2}$ to the "Classical Education for a Brighter Future" Campaign.
Donor Information (Please Print)
Name: JOHN W. FILLIPINI
Name: JOHN W. FILLIPINI Company: JWF RANCHING CO
Address: _
City:
Home Phc
E-mail: (
Fledge Information
15 ma 20 al-100
My/our first payment of \$ $15,000$, 30 will start: $9/15/23$ My/our second payment of \$ $15,000$, 30 will start: $9/15/24$
(Date)
Pledge Comments:
ŕ
Signature: Date:
PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com
NEVADA CLASSICAL ACADEMY Elko

Nevada Classical Acade	
Building a Stronger Community (Donor Pledge Form	Campaign
x	
As an expression of my/our support of the Nevada Classical Academy, I/ to the "Building a Stronger Community" Campaign.	/we pledge \$ <u>2,500,60</u>
<u>Donor Information</u> (Please Print)	
Name: Codie Hatch	
Company:	
Address:	
City:	
Home Pho	
E-mail:(
Pledge Information	
My/our first payment of \$ will start:	
My/our second payment of \$ will start:	(Date)
Pledge Comments:	
Signature:	Date:
Nevada Classical Academy Elko • PO Box 2810 • E ncaelko@gmail.com	lko, NV 89803
CLASSICAL ACADEMY Elko	

Nevada Classical Academy
Building a Stronger Community Campaign
Donor Pledge Form
As an expression of my/our support of the Nevada Classical Academy, I/we pledge \$_5,000
to the "Building a Stronger Community" Campaign.
Donor Information (Please Print)
Name: Lee Hoffman
Company: Refired
Address
City: _ <u>/</u>
Home P
E-mail:
Pledge Information
My/our first payment of \$ 2,500 will start: $6/6/2023$ check # 547
My/our second payment of $\$_{2,500}$ will start: $6/6/2024$
, (Date)
Pledge Comments:
Signature: Date: 6/6/2023
Nevada Classical Academy Elko • PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com
NEVADA CLASSICAL ACADEMY Elko

Nevada Classical Academy
Building a Stronger Community Campaign
Donor Pledge Form
As an expression of my/our support of the Nevada Classical Academy, I/we pledge \$_5,000 to the "Building a Stronger Community" Campaign.
Donor Information (Please Print)
Name: Lynne Hoffman
Company: Retired
Address:
City: E
Home Pho
E-mail:
My/our first payment of $2,500$ will start: $7/1/2023$ (Date).
My/our second payment of $2,500$ will start: $\frac{7/1/2.024}{(Date)}$
Pledge Comments:
Date: 6/6/2023
Noveda Classical Academy Elles a DO Bar 2010 - Elles - NK 20202
Nevada Classical Academy Elko • PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com
NEVADA CLASSICAL ACADEMY Elko

o the "Classical Education for a Brighter Future" Campaign. Donor Information (Please Print) Name: Amy, Nelson	Nevada Classical Acadamy Elko	
As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge \$ to the "Classical Education for a Brighter Future" Campaign. Donor Information (Please Print) Name:	TIMA CHERODINGE LINGENER AND A LIELU	
As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge \$ to the "Classical Education for a Brighter Future" Campaign. <u>Donor Information</u> (Please Print) Name: <u>Amy Nelson</u>		
Name: <u>Amy Nelson</u> Name: <u>Amy Nelson</u>		
(Please Print) Name: Any Nelson	As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge \$ to the "Classical Education for a Brighter Future" Campaign.	
	Name: Any, Nelson	

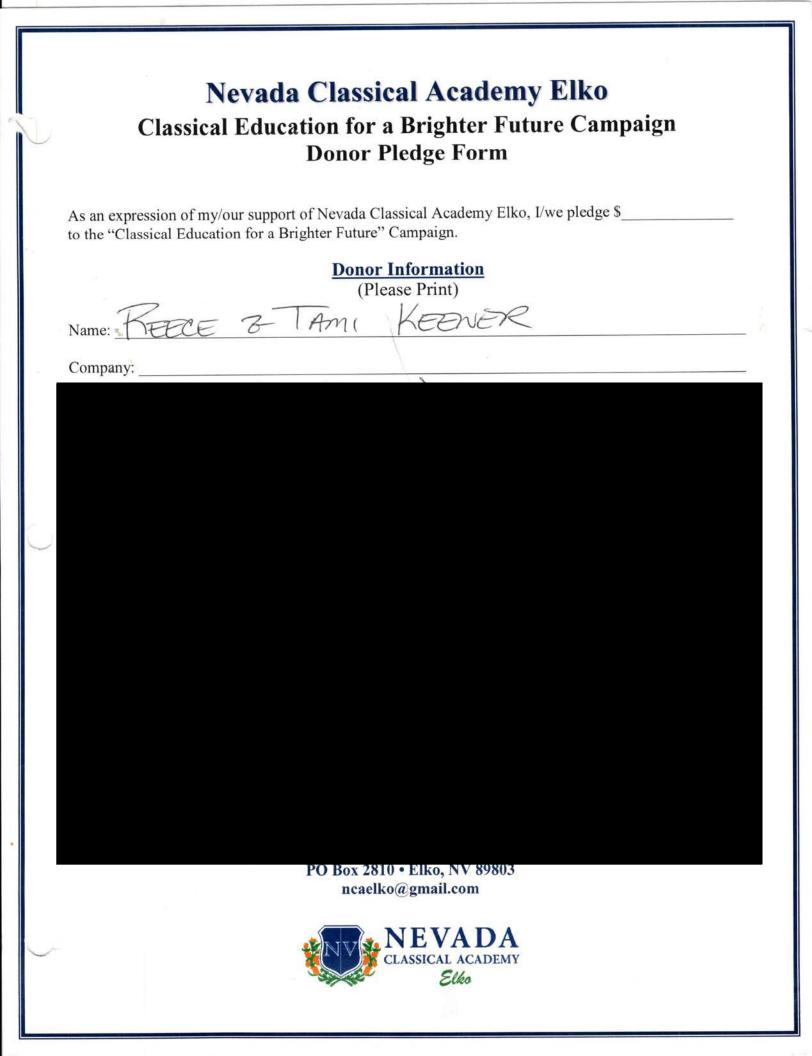


Nevada Classical Academy
Building a Stronger Community Campaign Donor Pledge Form
As an expression of my/our support of the Nevada Classical Academy, I/we pledge \$_2560
Donor Information (Please Print)
Name: Dorothy & Ry Steninger
Company:
Add
City
Hon
E-m
My/
My/
Plec
Sign
ncaelko@gmail.com
NEVADA CLASSICAL ACADEMY Elka

Nevada Classical Academy Elko Classical Education for a Brighter Future Campaign Donor Pledge Form
As an expression of my/our support of Nevada Classical Academy Elko, I/we pledge \$ to the "Classical Education for a Brighter Future" Campaign.
Donor Information (Please Print)
Name: Kay & Mutt Davis
Company:
PO Box 2810 • Elko, NV 89803 ncaelko@gmail.com
CLASSICAL ACADEMY Elleo

			ication f	ssical A or a Brig or Pledge	hter Fut		ıpaign	
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Ac								
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			PO Box 2	2810 • Elko, N	V 89803			
				elko@gmail.co				
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	onor Pledge		
as an expression of my/our support of N the "Classical Education for a Brighter	evada Classical A r Future" Campaig	cademy Elko, I/we pledge $\int_{2\pi}^{1}$	500
	Donor Inform (Please Prir		
Name: ELICO FEDERAL	CROPIT	UNION	
Company:			
PO	Box 2810 • Elko, ncaelko@gmail		



TO: Nevada Classical Academy of Elko

And the

State of Nevada Public Charter School Authority

To Whom it May Concern

It is my desire to help raise funds in the amount of \$200,000 to contribute to the start of a charter school in the city of Elko Nevada by the end of calendar year 2023.

While this is in no way a legally binding commitment, it is my intent to see this donation through to its hopeful conclusion.

Sincerely,

Stephen Gunnar Klarr





ATTACHMENT 24

Completed Financial Workbook

The NCAE completed Financial Workbook is attached as a separate Excel file.



ATTACHMENT 25

EMO/CMO Data Request

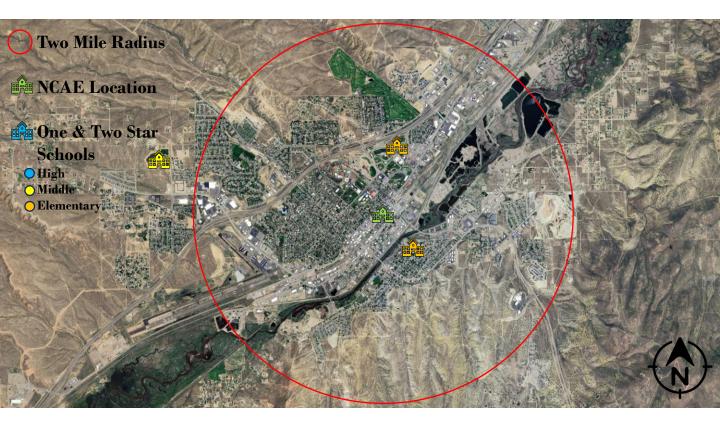


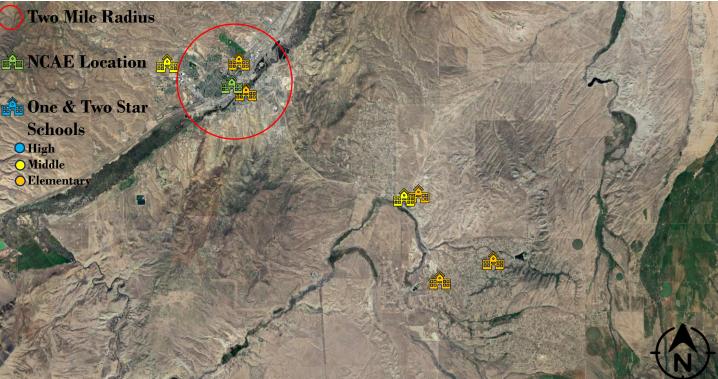
ATTACHMENT 26

Elko Two-Mile Radius and Schools Maps

Nevada Classical Academy Elko Charter Application ATTACHMENT 26 –Elko Two-Mile Radius and Schools Maps









ATTACHMENT 27

Support Documentation



October 2, 2023

Nevada Classical Academy Elko Dorothy Steninger P.O Box 281570 Lamoille, Nevada 89828

Dear Ms. Dorothy Steninger and the founding board of Nevada Classical Academy Elko,

We are greatly pleased to inform you that the Hillsdale K-12 Education Office has decided to move forward with your application and work in common cause to open a school in Elko. Congratulations!

In the next few weeks, Hillsdale College will provide you with a formal letter of intent explaining the support that we expect to provide, the conditions for that support, and the manner in which you may refer to a relationship with Hillsdale College. In the meantime, we invite regular contact with our office, especially as you continue your charter application. We would prefer to schedule a video-conference call with the founding board president as well as secretary, if those persons are suitably designated.

We look forward to supporting your important efforts to bring classical education to the students of Elko and the surrounding communities.

Sincerely

Bryce Horswell New School Development Manager Hillsdale College | K-12 Education Office

October 25, 2023



Nevada Classical Academy Elko ATTN: Dorothy Steninger P.O. Box 281570 Lamoille, Nevada 89828

Re: Letter of Intent Regarding Nevada Classical Academy Elko and Hillsdale

Dear Dorothy Steninger,

This Letter of Intent (the "Letter") summarizes the principal terms and conditions that shall govern the relationship between Hillsdale College and its K-12 Education Office (collectively, "Hillsdale") and Nevada Classical Academy Elko ("Institution"), in connection with Hillsdale's evaluation of Institution's school for a potential affiliation between the two parties (the "<u>Application Evaluation Process</u>"). Both Institution and Hillsdale are referenced herein individually, as a "<u>party</u>" and collectively, as the "<u>parties</u>."

In consideration of Institution having applied to commence a relationship with Hillsdale (the "<u>Application</u>") and Hillsdale's review of the Application in connection with the Application Evaluation Process, the parties intending to be legally bound agree as follows:

1. <u>Term</u>. The Term of this Letter shall commence on the date of this Letter (the "<u>Effective Date</u>") and shall continue until the earlier of: (a) eighteen (18) months after the Effective Date, (b) or (b) per the Termination clause contained within this letter. At the end of the eighteenmonth period referred to in Section 1(a), Institution may reapply for assistance using the form set out in Exhibit B to this Letter.

2. <u>Requirements of Institution</u>.

a. *Phase I Gateways* – By the end of the first six (6) months after the Effective Date or fifteen (15) months before the anticipated commencement of the Institution's school's first academic year, whichever comes sooner, and as a condition of receiving Hillsdale's ongoing support as outlined in Section 3, Institution, including those involved in its founding and creation of the school (the "<u>Group</u>"), shall complete all of the Phase I tasks in Exhibit A to this Letter, which is attached hereto and incorporated herein.

b. *Phase II Gateways* – By no later than the end of the first twelve (12) months after the Effective Date or twelve (12) months before the anticipated commencement of the Institution's school's first academic year (unless otherwise specified in the "Date of Completion" column of Exhibit A to this Letter), whichever comes sooner, and as a condition of receiving Hillsdale's consideration for acceptance as a Hillsdale College Candidate Member School, Institution and Group, as applicable shall complete all the Phase II tasks in Exhibit A to this Letter.

c. *Phase III Gateways* – By no later than six (6) months before the anticipated commencement of the Institution's school's first academic year (unless otherwise specified in the "Date of Completion" column of Exhibit A to this Letter), and as a condition of receiving Hillsdale's consideration for acceptances as a Hillsdale College Candidate Member School, Institution and Group shall complete all the Phase III tasks in Exhibit A to this Letter.

d. *Cooperation with Hillsdale* – In connection with the Application Evaluation Process and during the Term of this Letter, Institution shall make the appropriate persons available, upon request by Hillsdale, to address any questions, participate in any interviews, and to meet during any Hillsdale site visits to Institution's site for the school, as may be reasonably requested by Hillsdale representatives. Institution acknowledges and agrees that all information and statements provided to Hillsdale in accordance with this Letter shall be current, complete, and accurate and that Institution will promptly inform Hillsdale of any material changes to any information provided or statements as part of the Application Evaluation Process. Significant material changes, which include but are not limited to a majority turnover of board membership or changes to the opening plan with regard to overall school size or grade offerings, will require formal notice to and consideration by Hillsdale.

e. *Diligence Concerning Authorizer Requests* – During the Term of this Letter, Institution shall act diligently to ensure timely responses to questions and requests for information from the applicable state authorizer for the school to ensure the best chance towards the school opening under the time frames contemplated under this Letter.

f. *Education Service Provider.* – If Institution engages an Education Service Provider (defined below) to provide services for Institution, then as a condition of engaging such Education Service Provider, Institution acknowledges and agrees that it must require the Education Service Provider to enter into a separate license agreement with Hillsdale governing the use of Hillsdale's intellectual property, including the Licensed Training Materials. For purposes of this Section, "<u>Education Service Provider</u>" means any charter management organization or other education service provider that renders services to a Licensee school, including, without limitation, marketing, human resource, school management, and other related services.

3. <u>Hillsdale's Support Services</u>. During the Term of this Letter, Hillsdale shall provide Institution with the following assistance services as it relates to the school (collectively, the "<u>Services</u>"):

a. *Limited Access to Licensed Training Materials* – Hillsdale shall provide Institution with a limited License, as set forth in Section 5 of this Letter, for temporary access to certain materials and curricula for classical charter school education grades K-12, including, without limitation, a scope and sequence guide, exemplar materials, a program guide for each grade of K-12 and associated bill of materials, and other materials which Hillsdale, at its sole discretion, may provide (collectively, the "Licensed Training Materials") for use at the school especially in its initial start-up efforts and charter authorization application, if applicable. For the avoidance of doubt, the Licensed Training Materials do not include access to or copies of any auxiliary materials or resources and other copyrighted material or trade secrets that might be referenced in or that may

accompany either the program guide or bill of materials otherwise reserved for fully licensed users under the terms and conditions of a separate Member School Agreement.

b. Information and Guidance Concerning Certain School Documents – Hillsdale shall provide Institution with assistance, including information and guidance, concerning the creation of Institution's bylaws, completing and filing IRS Form 1023 to obtain 501(c)(3) status for school, and in connection with Institution's application to the applicable state authorizer for the school.

c. *Vetting Head of School Candidates* – Hillsdale shall assist Institution as part of the hiring process for the Head of School, which shall include interviewing candidates being considered for hire by Institution and providing the school's governing board (if different from Institution) with a recommendation regarding the hire of the position. Institution's decision on a Head of School has a direct impact on Hillsdale's future relationship and affiliation with Institution and the school.

d. INSTITUTION ACKNOWLEDGES AND AGREES THAT THE LICENSED TRAINING MATERIALS AND SERVICES PROVIDED HEREUNDER ARE PROVIDED "AS IS", WITH NO REPRESENTATION OR WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING WITHOUT LIMITATION, ANY IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, OR NONINFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OR ANY IMPLIED WARRANTY ARISING FROM STATUTE, COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE. HILLSDALE HAS NO DUTY TO INDEMNIFY INSTITUTION AND/OR SCHOOL HEREUNDER.

4. <u>Publicity</u>. For the duration of this Agreement, Institution may represent to third parties, in connection with the completion of the Institution's charter for the school and in communications with the applicable state authorizer, that Institution has executed a Letter of Intent with Hillsdale College's K-12 Education Office and is a Hillsdale College Supported Founding Effort. Institution can also indicate that it is receiving startup guidance from Hillsdale College and plans to use Hillsdale College K-12 curriculum. Institution shall not have any other right to use the names or logos of Hillsdale College. Upon expiration or termination of this Letter, Institution's rights under this Section 4 shall also immediately terminate and Institution shall not use Hillsdale College's name in any manner, except as may be mutually agreed upon by the parties in writing.

5. <u>Limited Access to Licensed Works; Ownership</u>. Subject to the terms and conditions of this Letter, Hillsdale hereby grants to Institution for limited use at the one school contemplated herein, a non-exclusive, nontransferable, revocable license and right to use, access, and reproduce the Licensed Training Materials on the approved mediums for strictly educational and non-commercial purposes and strictly within the Institution contemplated by this Letter for the purposes of its completion of the Application Evaluation Process. The Licensed Training Materials and all related content created, purchased or otherwise belonging to or provided by Hillsdale are the sole and exclusive property of Hillsdale, and are protected by this Letter, as well as various state, federal and foreign intellectual property rights, including copyright laws and international copyright treaties and trademark laws. Institution may not download, transmit, copy, store, publish or distribute the Licensed Training Materials in any form or by any means, to any other entity,

organization or school. By agreeing to the terms and conditions of this Letter, Institution shall not become the owner of the Licensed Training Materials but is entitled to use the Licensed Training Materials for educational and non-commercial means as specifically permitted according to the terms of this Letter. Institution may not alter or attempt to alter or modify any part of the Licensed Training Materials or the information contained therein. Institution agrees that they may not remove any Hillsdale credit or attribution, including attribution to any Hillsdale or other authors. Institution may not provide supplemental materials to the Licensed Training Materials without language making clear that such material is not part of the original Licensed Training Materials supplied by Hillsdale. Institution also agrees to furnish Hillsdale College with any derivative works created with reference to the Licensed Training Materials, including, but not limited to, applications to state authorizers, grant applications, and alignments between curriculum and state standards.

6. <u>Confidentiality</u>.

a. Licensed Training Materials – Institution acknowledges that the Licensed Training Materials and their contents are confidential and proprietary to Hillsdale, that the information contained therein is of significant value, and that its unlawful copying and/or disclosure to others may cause irreparable harm to Hillsdale. Hillsdale designates and protects its Licensed Training Materials, curricula and other trade secrets as confidential and proprietary. Institution shall not disseminate these confidential and proprietary materials to any individual or entity without the express written permission of Hillsdale. Hillsdale has and will continue to take appropriate measures and actions to prevent these confidential and proprietary materials from becoming available to persons other than those approved by Hillsdale to have access to such materials. Except as specifically provided herein, Institution hereby agrees and covenants that, during and after the Term, Institution will maintain confidentiality of such materials and will not, directly or indirectly, in one or a series of transactions, disclose to any individual, sole proprietorship, partnership, corporation, limited liability company, unincorporated society, trust or other entity (each a "Person") outside of Institution organization for the school, or use or otherwise exploit the Licensed Training Materials for Institution's own benefit or for the benefit of any Person other than members of Institution's organization for the school.

b. Letter and Other Hillsdale Confidential Information – During the Term of this Letter, Institution acknowledges that Hillsdale may disclose or otherwise provide Institution with access to confidential information, including, without limitation, (i) the terms and conditions of this Letter, any exhibits or attachments thereto, (ii) any document Hillsdale marks as "Confidential" at the time of disclosure whether orally or in writing, and (iii) any other nonpublic, sensitive information that Hillsdale discloses to Institution (each and collectively, "Confidential Information"). Confidential Information shall not include information that (i) is in Institution's possession at the time of disclosure, (ii) is independently developed by Institution without use of or reference to Confidential Information, (iii) becomes known publicly, before or after disclosure, other than as a result of an act, omission or breach by Institution, or (iv) is approved in writing by Hillsdale for Institution to disclose. Institution may disclose the terms and conditions of this Letter to its state authorizer without being in violation of this confidential Information applies, Institution argues that one of the foregoing exceptions to Confidential Information applies, Institution shall have the burden of proof to establish such exception. For the duration of this Letter,

Institution shall not disclose any Confidential Information to any board member, Group member, employee, agent, or representative of Institution or the school unless such person has a need to know such information in connection with a party's obligation under this Letter and it advises the party that such information is confidential, and Institution shall not disclose any Confidential Information to any other party without Hillsdale's prior written consent. Institution shall protect Confidential Information using the same degree of care it uses to protect is own information of a confidential nature, but no less than a reasonable amount of care. Institution shall immediately notify Hillsdale in the event of any misuse or misappropriation of Confidential Information. Institution may disclose Confidential Information as required by law, provided however, to the extent not prohibited by applicable law, it shall provide Hillsdale with prompt notice of the legal demand for disclosure and cooperate with Hillsdale in any effort by Hillsdale to obtain a protective order or to otherwise contest such disclosure, at Hillsdale's expense. At the conclusion of this Letter, Institution shall return or destroy, at Hillsdale's option, all Confidential Information and the Licensed Training Materials, and provide certification of the same.

7. <u>Termination</u>. Hillsdale reserves the right to terminate the terms of this Letter and access to the Licensed Training Materials for any reason (including for failure to meet the Phase I, II, or III deadlines) immediately upon written notice to Institution. It is further understood and agreed that upon termination, Institution shall immediately cease any and all use of the Licensed Training Materials and any and all related content created or provided by Hillsdale. Institution agrees that upon termination or the receipt of any notice of impending termination that neither Institution nor its employees or representatives shall make or publish any statement having the effect of diminishing, damaging, or otherwise defaming the goodwill, value, or reputation of Hillsdale College.

8. <u>Governing Law</u>. This Letter shall be governed by and construed in accordance with the laws of the State of Michigan, without giving effect to any choice or conflict of law rule.

9. <u>Miscellaneous</u>. This Letter may be executed in counterparts, each of which shall be deemed to be an original, but all of which shall constitute one agreement. The headings of the various sections of the Letter have been inserted for reference only and shall not be deemed to be part of this Letter. Each party hereto acknowledges that it is a separate entity and that nothing contained in this Letter shall be deemed to create a joint venture, partnership or any other relationship or require any party to enter into a subsequent transaction.

10. <u>Assignment and Severability</u>. The parties may not assign or transfer their obligations under this Letter. If any provision of this Letter is found to be unenforceable, the remainder shall be enforced as fully as possible and the unenforceable provision shall be modified to the limited extent required to permit its enforcement in a manner most closely approximating the intention of the parties as expressed herein.

IN WITNESS WHEREOF, the parties hereto accept and agree to be legally bound by the terms and conditions set forth above and have caused their respective duly authorized representatives to execute this Letter as of the Effective Date.

HILLSDALE COLLEGE

INSTITUTION

By:	By:
Print Name:	Print Name:
Title:	Title:

Exhibit A

Timeline for Phases and Gateways

The Phase I tasks listed below include some tasks which Institution is expected to have already completed prior to the Effective Date. To the extent this is not the case; an Institution is expected to work more efficiently and diligently during Phase I to catch-up with other schools under consideration by Hillsdale for acceptance into the membership program.

Phase	Task	Date of Completion
Phase I	Establish and hold regular Group meetings during each month of this Agreement to address matters related to the school, including the creation of temporary committees and the assignment of responsibilities	
Phase I	Complete a draft of the bylaws for the school, which shall reflect consideration of the Hillsdale model	
Phase I	Complete and file IRS Form 1023 to establish federal nonprofit status as a 501(c)(3)	
Phase I	 As part of its charter application, prepare an education plan, which shall include: a research base for curriculum and performance of similar schools, a basic explanation of curriculum and instruction, elementary and middle school schedules, high school course plan and graduation requirements, measurable goals and testing, support for special student populations, and any necessary curricular alignment documents 	
Phase I	Prepare the job description for the Head of School	
Phase I	Establish an executive-search process for Head of School, which shall include Hillsdale in the review process of candidates	
Phase I	Identify, vet, compare, and engage any management or service providers who will be named in the charter application	
Phase I	Submit fully-completed authorizer application to Hillsdale at least 30 days before due date to authorizer or, if the application has been submitted before the Effective Date, within 30 days of the Effective Date.	
Phase I	Write and approve a transition plan from now through opening, including identifying any new board members	
Phase I	Determine and approve school opening size and a growth plan for the school	

Phase I	Identify at least one viable school site in the	
	school's geographic area, including expected	
	development costs, timeline, and contractors	
	(facility costs should not exceed 18% of	
	anticipated revenue)	
Phase I	Develop a basic finance plan to cover year-	
	zero, startup, and building/remodeling costs	
	for the school	
Phase I	Identify, vet, compare, and engage charter	
	school legal counsel	
Phase I	Develop a budget, which at a minimum should	
	include year-zero through operational year	
	three finances and should include two	
	enrollment scenarios (e.g. 90% and 75% of	
	full-enrollment)	
Phase I	Develop a fundraising plan based on the	
1 11450 1	finance plan and budget	
Phase I	Create the school name, mission statement,	
1 11050 1	and school virtues	
Dhaga I		
Phase I	Submit fully-completed authorizer application	
	to authorizer.	
Phase I	As possible, meet with authorizer	
	representatives, relevant political officials,	
	and/or members of the local school board to	
	build support for the school's application	
Phase I	Start to build a network of support and interest	
	through community events and social	
	networks	
Phase I	Create a school logo and a basic brochure for	
	the school	
Phase I	Establish a system for building an interest list,	
	including emails	
Phase I	Adapt public relations roadmap into a specific	
-	plan for school	
Phase I	Assign public relations and marketing	
1 11050 1	responsibilities	
Phase I	Create and manage a social media page (which	
1 11000 1	can be private at this juncture)	
Dhase I		
Phase I	Create a newsletter template	
Phase I	Purchase an online domain name for the school	
	and start working on a brochure website	
Phase I	Determine lottery and enrollment process	
	specifics, including any enrollment	
	preferences, which should include, where	
	possible, a preference for transfers from other	
	Hillsdale-selected schools	
Phase I	Begin work on board policies, including a	
	conflict of interest policy	
Phase I/II, as necessary for charter	Prepare a first draft of the Student/Family	
application	Handbook	
Phase I/II, as necessary for charter	Prepare a first draft of the Staff/Faculty	
application	Handbook	
approuton	Tundoook	

Phase	Task	Date of Completion
Phase II	Respond to any questions or feedback from	
	authorizer	
Phase II	Prepare for the capacity interview with the	
	school's authorizer, which shall include	
	expecting questions about all of the following:	
	• management and/or school	
	leadership,	
	 performance of similar schools and research base for school's academic 	
	program, support for student sub-populations	
	support for student sub-populations,support for students with special	
	• support for students with special needs, disabilities, and language	
	barriers,	
	business plan and budget, and	
	 facilities and financing 	
Phase II	Continue to build the school's network of	
	support and interest through social media	
	networks, community events, and begin to	
	develop a potential enrollment list	
Phase II	Develop additional informational brochures	
	and related materials about the school;	
Phase II	Begin executive search process for the Head of	
	School	
Phase II	Submit Head of School Candidates to Hillsdale	By August 1 of year zero ¹
	for review	
Phase II	Identify other viable school sites, compare	
	these sites to the original site as it relates to size, cost, growth, amenities, and financing	
	options	
Phase II	Identify, vet and compare available financing	
1 11000 11	options (as necessary)	
Phase II	Prepare grant applications (as appropriate)	
Phase II	Meet necessary fundraising goals to begin	
	funding year-zero (the first year immediately	
	prior to the First Year of Operations)	
Phase II	Demonstrate substantial progress and due	
	diligence towards a facility solution that will	
	appropriately serve the needs of the School	
<u></u>	upon its opening	
Phase II	Hire Head of School	By September 1 year zero
Phase III	Send Head of School to attend Hillsdale New	By October year zero
	School Leader Bootcamp Conference	
Phase III	Require Head of School participation in Hilldala's School Leader Support Program	By end of May year zero
	Hillsdale's School Leader Support Program,	
	including:	

¹ "Year zero" means the fiscal year before the fiscal year in which the school will open. For example, if a school intends to open in August 2030, "year zero" is July 1, 2029 – June 30, 2030.

	 monthly school leader calls beginning autumn of year zero visits to Hillsdale Member Schools required reading attendance at February year zero School Leader Conference and Job Fair and June year zero K-12 Summer Conference deliverables to include a local marketing plan (September year zero), a school enrollment plan (January year zero), and a draft class schedule (January year zero) 	
Phase III	Announce school location and have executed or satisfied all requisite leases or facility contracts, including for construction or renovation, zoning allowances, and permitting	By February 1 year zero
Phase III	Open student enrollment	By February 1 year zero ²

 $^{^{2}}$ These deadlines may be shifted if required by state law.

Exhibit B

LOI Extension Application

Per the Letter of Intent between Supported Founding Efforts and Hillsdale College, Supported Founding Efforts are expected to progress towards a school opening according to the Phase I-III timeline in Exhibit A. At the discretion of Hillsdale College, Supported Founding Efforts that do not meet the appropriate deadlines will be required to submit the following LOI Extension Application. Once completed, please submit to the New School Development Manager or Director of Operations in the Hillsdale K-12 Education Office. Representatives of Hillsdale K-12 Education will review extension applications and provide notice of a decision within 45 days. If the Hillsdale K-12 Education Office determines to extend the Letter of Intent, it will provide formal notice to the Supported Founding Effort, which may include a new and updated Letter of Intent. If K-12 Education decides not to renew, then the applicant group will cease to be a Supported Founding Effort and will have the option to re-apply in the July Candidate Member School application process, to apply for Curriculum School status, or to cease any further affiliation with the Hillsdale K-12 Education Office.

1. Account of Progress

1.1. Describe the steps taken to secure charter authorization (if charter school). Note any vendors or contractors that are providing services to the founding group.

1.2. Describe the steps taken to secure a school facility. Note any vendors or contractors that are providing services to the founding group.

1.3. Describe the steps taken to hire a school leader. Note any vendors or contractors that are providing services to the founding group.

1.4. Describe the steps taken to secure startup financing. Explain the identified needs of the school and the plan to meet those needs, including cash-flow needs. Note any vendors or contractors that are providing services to the founding group.

1.5. List any training that the founding board has taken from the K-12 Education Office. Note who on the board has received this training.

1.6. Describe the character of the board in its current form, noting the roles of each member, and list of any sub-committees.

2. Reason(s) for Delay

2.1. Identify the reason for the delay and explain the reason(s) for the founding board's desire to extend the term of the letter of intent between the founding board and the K-12 Education Office. If these are several, identify separately.

3. Changes to the Board or Strategic Plan

3.1. Note whether members have been added or withdrawn, and if not done already, include new members' resumes. If members have withdrawn, please provide a short explanation of the reason.3.2. Explain the founding board's recruitment and on-boarding process for any new members.3.3. Since the signing of the letter of intent, have there been changes to the strategic plan of the proposed school, such as a change in location, target demographic, or proposed enrollment? If so, please explain the change and the reason for it.

4. Plan for Addressing Delay

4.1. Provide a written plan and schedule for resolving the obstacles that have led to a delay, including a timeline for this process.

4.2. Provide a list of any vendors or service providers the board is considering to contract. Describe the benefits of adding the vendor or service provider.

4.3. The support that Hillsdale K-12 Education provides to Supported Founding Efforts is based upon a 2-year timeline of monthly communication. If that term is extended, then should the schedule or mode of communication change? If so, how? How can the Hillsdale K-12 Education Office best assist the board with counsel and guidance?

MEMORANDUM OF UNDERSTANDING

Founders Classical Academy of Las Vegas (FCALV) is a Hillsdale K-12 Member School and Nevada charter school in the portfolio of the State Public Charter School Authority (SPCSA). Nevada Classical Academy of Elko (NCAE) located in Elko, Nevada, is a candidate charter school for Hillsdale K-12 that has yet to receive accreditation from a competent authority in the state of Nevada. FCALV and NCAE are hereby referred to as the "Parties".

RECITALS

<u>WHEREAS</u> it is to the benefit of Hillsdale K-12 and FCALV to provide access and assistance to candidate and potential member schools, sharing its institutional knowledge and experience as advocates of future classical education proponents and charter school applicants in the state of Nevada.

<u>**THEREFORE</u>**, FCALV, in alignment of its classical school mission, agrees to the general terms of this <u>**Memorandum of Understanding**</u> ("MOU") with NCAE for FCALV to provide access to the professional services defined herein.</u>

TERMS OF UNDERSTANDING

- 1. <u>Responsibilities</u>. FCALV agrees to assist NCAE with the following:
- Access to professional assistance with the **academic framework**, specifically professional development training for academic staff with costs based on a per person basis, specially in Hillsdale K-12 programs ["Bill of Materials" and <u>Hillsdale K-12 Program Guide</u>] and their proper alignment with Nevada Content Standards (NCS).
- Access to daily classroom scheduling programs with an embedded "intervention period" into the school day, including assistance with proper regular assessment to identify deficiencies, develop a plan, and implement proper interventions. Lastly, assistance will be provided with the annual School Performance Plan. The costs of these services will be negotiated annually.
- Access to professional development training in-person and virtually on aligned professional development days on the master calendar <u>and</u> opening and closing of school trainings with costs determined on a per person basis.
- Access to teacher mentors virtually to ensure to proper implementation of Hillsdale K-12 "Bill of Materials," <u>Hillsdale K-12 Program Guide</u>, and classical school culture in

alignment to NCS and student intervention plans with the costs of such assistance to be negotiated annually.

- Access to professional assistance with the **organizational framework**, specifically reports and data collection for the state -- Bighorn and Epicenter with the costs of such assistance to be negotiated annually.
- Access to professional assistance with state assessments Brigance, Map Growth, SBAC -- with the costs of such assistance to be negotiated annually.
- Access to professional assistance with the **financial framework**, specifically budget (including annual audit) and banking best-practices and requirements, including the Grant Management System with the costs of such assistance to be negotiated annually.
- Access to training in person and virtually -- for the board of directors and the school leadership, including mentoring and best practice counseling, ensuring the academic, organizational, and financial framework are the focus of the school's leadership and management. Additionally, mentoring and support will be provided on the best practices of a Hillsdale K-12 classical charter school and their proper alignment to state standards and requirements. The costs of these services will be negotiated annually.
- Access to monitoring in person visits to the school's campus to ensure best practices and compliance with state frameworks, classical school pedagogy and materials, classical school culture and discipline, classical school instruction in alignment with NCS, and classical school climate. The costs of these services will be negotiated as needed.
- Access to school leader mentoring in person or virtually. The costs of these services will be negotiated as needed.
- Access to a shared back office for handling of financial matters related to the operations of both schools. This includes treasurer, accounting, and comptroller functions.
- 2. <u>Compensation</u>. Any compensation described above will be paid directly to FCALV under terms negotiated by FCALV's Governance Board or its designee. FCALV employees are not entitled to direct compensation from NCAE.
- 3. <u>The Parties' Obligations</u>. The Parties desire and wish that this document will not create any form or manner of a formal agreement, but rather an agreement between the Parties to work together in such a manner that would promote a genuine atmosphere of collaboration in support of an effective and efficient partnership and leadership meant to maintain,

safeguard, and sustain sound and optimal financial, managerial, and administrative commitment with regards to all matters stated herein.

- 4. <u>Not a Binding Contract and Choice of Law</u>. This MOU is not to be interpreted as binding contract between the parties. Any compensation to FCALV will be deemed a separate contract governed by the terms of that agreement. To the extent that a court of competent authority finds this MOU, or any part of it to be a binding contract, the MOU (or the parts found to be a binding contract) will be governed by the laws of the state of Nevada. Any disputes regarding this MOU will be resolved via binding arbitration conducted by a private arbiter that FCALV selects to resolve the dispute. The parties will split the costs of the arbiter evenly.
- 5. <u>Severability</u>. To the part or provision of this MOU that is found to be unenforceable, illegal, void, or prohibited in any jurisdiction will be ineffective without invalidating the remaining provisions and parts of the MOU. In such a scenario, the Parties will use reasonable efforts to employ and find an alternative way to achieve the same or substantially the same result as contemplated by such part or provision.
- 6. <u>Amendment</u>. This MOU may be amended from time to time by mutual agreement of the parties in a written modification signed by both parties.
- 7. <u>Termination</u>. This MOU may be terminated by either party with 30-day notice provided to the other party.

IN WITNESS WHEREOF, each of the Parties hereto has executed this MOU on the date set forth opposite his, her, or its name below. The undersigned hereby certify that they have read and fully understand all of the terms, provisions, and conditions of this MOU and have executed this MOU voluntarily.

Dated:	, 20
Dated:	, 20

Founde	rs Classical Academy of Las Vegas
Name:	
Title:	

Nevada	Classical Academy of Elko
Name:	
Title:	

HILLSDALE COLLEGE

K-12 PROGRAM GUIDE 2.2

SAMPLE PACKET

CURRICULUM OVERVIEW, PROGRAM GUIDE 2.2 Barney Charter School Initiative, Hillsdale College

INTRODUCTION

Hillsdale College was founded in 1844 with the purpose of providing "sound learning" of the kind necessary to preserve the "blessings of civil and religious liberty." In the words of its modern mission statement, the College "considers itself a trustee of our Western philosophical and theological inheritance tracing to Athens and Jerusalem, a heritage finding its clearest expression in the American experiment of self-government under law." In furtherance of that mission, Hillsdale College teaches K-12 schools to provide an education that is both classical and American in its orientation; one that is rooted in the liberal arts and sciences, offers a firm grounding in civic virtue, and cultivates moral character.

Hillsdale College K-12 curriculum is content-rich, balanced, and strong, with emphasis upon the four core disciplines of math, science, literature, and history, followed by attention to music, art, and foreign languages. Hillsdale College offers its curricular recommendations to those of a common mind and purpose through the Barney Charter School Initiative and through limited curriculum licenses.

BACKGROUND

The K-12 education promoted by Hillsdale College is supported through various outreach efforts, especially the BARNEY CHARTER SCHOOL INITIATIVE (BCSI), a program devoted to the recovery of excellence in public education through the launch and support of K-12 classical charter schools. BCSI was launched in 2010 supported the opening of its first affiliated-schools in 2012. Since 2012, the network of schools supported by BCSI has grown to more than 20 schools in 11 states, serving almost 15,000 students.

Each of the BCSI-supported schools is started as a collaboration between Hillsdale College and a local founding group. The College provides curriculum, training, and consultation; the local group does the hard work to devise a business plan, obtain a charter, manage facilities, and govern the school. BCSI support typically begins in the early stages of a school founding project, is secured through an application and startup process, and continues through a school's opening and maturity. Its support focuses on training and consulting for boards, principals, and teachers, and BCSI staff members make regular contact with each of these constituencies through visits to the schools, online and in-person professional development, and regular trainings offered at Hillsdale College.

Hillsdale College's K-12 Curriculum was developed through the work of the College and contributions from affiliated schools. BCSI staff is made up of current and former classical school teachers, and they regularly consult with teachers, school leaders, and professors at Hillsdale College as they seek to improve upon it. The result is an excellent and thoughtfully designed K-12 course of study in the liberal arts and sciences.

PROGRAM GUIDE

The BCSI curriculum is outlined in the *K-12 Program Guide*, selections from which are provided in the pages that follow. The *K-12 Program Guide* provides a scope of the topics to be taught, a sequence in which to teach them, and a complement of vetted and reviewed books, primary sources, and other resources for teachers and students that accompany the scope and sequence. The *K-12 Program Guide* and the recommended courses, books, and other resources accord with and provide a useful summary of an "American Classical Education," an education that combines the best of our educational and American traditions in a form appropriate to contemporary schools and students.

The current version of the *K-12 Program Guide* is version 2.2, published in February 2021, and it is regularly updated and improved. Use of the *K-12 Program Guide* is limited to schools that are part of the BCSI program or have entered into a formal agreement to license the curriculum.

CONTACT US

- For additional information and samples of curricular resources, check us out at <u>http://www.hillsdale.edu/bcsi</u> and <u>k12athome.hillsdale.edu</u>.
- For information about how to apply for BCSI support or to license the *K-12 Program Guide*, contact us at <u>k12@hillsdale.edu</u>.

HILLSDALE CLASSICAL SCHOOLS

Grammar School

Model K-12 Curriculum Overview

	Kindergarten	1ST	2ND	3RD	4TH	5тн	бтн
Матн				PORE MAT imensions	Н		
Science				SCIENCE e Knowledge			
English &		HONICS cy Essentials			Gramma	ar & Comp	POSITION
Language Arts		Classicai	L CHILDRI	en's Litera	ture & Po	ETRY	
Foreign					Greek 8 Roo		LATIN
Languages		Introduc	tory Fre	nch or Spa	NISH		
History				e Knowledge	РНҮ		
Co-				r & Music e Knowledge			
Curriculars			Рнузіс.	al Educati	ION		

HILLSDALE CLASSICAL SCHOOLS

Upper School

Model K-12 Curriculum Overview

	7TH	8тн	9ТН	10TH	11TH	12TH
Матн	SINGAPORE MATH Dimensions	Algebra I	Geometry	Algebra II	Trigonometry/ Pre-Calculus	Calculus
Science	Intro to Life & Chemical Sciences	Conceptual Physics	Biology	Chemistry	Physics or Advanced Science	Astronomy or Advanced Science
English &	Grammar & O	Composition				
Language Arts	Classical Li Poe		Ancient Literature	Medieval & British Literature	American Literature	Modern Literature & Senior Thesis
Foreign		LATIN Wheelock's Latin		Latin F	Elective	
Languages				French or Sp.	anish Elective	
History	America To 1877	America 1877-Present	Ancient World To 500	Europe 500-1815	America 1607-Present	Modern World 1815-Present
	Art &	Music	Formal Logic*	Economics	Moral &	
Co- Curriculars			Rhetoric	Introduction to Moral & Political Philosophy	Political Philosophy	American Government
	Physical F	DUCATION	Physical Education	Elective	Elective	Elective
	I HISICAL I	DUCATION	Elective	Elective	Elective	Elective

	AUGUST & September	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	МАҮ
LITERACY Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11 - 14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
LITERATURE Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood King Midas Beatrix Potter	The Velveteen Rabbit	The Legend of Jumping Mouse How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling American Tall Tales	Winnie-the-Pooh
HISTORY & GEOGRAPHY	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
MATH Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter ó	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
SCIENCE	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
ART	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
MUSIC	Instruments	Instruments	Peer Gynt	March of Siamese	March of the Toys	Carnival of the Animals	Elements	Rhythm	Rhythm
Include 2 songs each month		Introduction to Orchestra	Elements Tempo	Elements Dynamics	Elements Steady Beat		High & Low	Notation	Notation Review of elements

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1st Grade - Year at a Glance

	AUGUST &	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Weeks 1-4	Lists B & C	Lists D & E	Lists F & G	List H	Lists I & J	Lists K & L	Lists M & N	List O
Literacy Essentials	Review, List A Begin Primary Phonics		Begin McCall Harby		Complete Primary Phonics	Begin Uncontrolled Readers			
LITERATURE Include ~2 poems each month	Frog Prince Hansel and Gretel Thumbelina (& variations) Beatrix Potter Stories	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio	Princess and the Pea Rapunzel	Aesop's Fables Puss-in-Boots Br'er Rabbit	Rumpelstiltskin Sleeping Beauty The Little Hero of Holland	House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/ Little Red Riding Hood	The Little Half- Chick All Stories Are Anansi's The Crowded, Noisy House
HISTORY & GEOGRAPHY	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
MATH Dimensions 1A & 1B	Chapters 1-3 Begin 1A	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12 Begin 1B	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
SCIENCE	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
ART		Art from Long Ago	Color	Line	Shape	Texture	Portrait	Still Life	
MUSIC Include 2 songs each month	Basic Elements	Orchestra Review	Orchestra Dukas	Ballet	Opera	Bulegrass	Jazz	Notation	Notation

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	AUGUST & September	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Weeks 1-2 Review	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 20
Literacy Essentials	McCall Crabb								
	List 2A								
	Begin Uncontrolled Readers								
LITERATURE	Charlotte's Web	Magic Paintbrush	Greek Mythology	Tongue-Cut Sparrow	Peter Pan	Iktomi Stories	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu
Include ~2 poems each		Fisherman and		Christmas Carol		Tall Tales			Tiger, Brahman, & Jackal
month		His Wife		How the Camel		Talk			
		Beauty and the Beast		Got His Hump					
HISTORY & Geography	Basic Geography	Ancient China	Ancient Greece	Ancient Greece	Constitution	Geography of the Americae	Civil War	Civil War	Immigration and Citizenshin
		Modern Japan			War of 1812				
	Ancient India	-				Westward Expansion			
МАТН	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
Dimensions 2A & 2B	Begin 2A				Begin 2B				
SCIENCE	Seasons and Water Cycle	Insects	Insects	Magnetism	Simple Machines	Cells and Microscopes	Cells & Microscopes	Digestive and Excretory Systems	Plants * P · ·
	Life Cycles		Jean-Tenri rabre		Eiljan MicCoy	Daniel Hale Williams	Taking Care of Your Body		keview content from Kindergarten for this unit.
						Anton van Leeuwenhoek	Florence Nightingale		
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
MUSIC	Basic Elements	String Instruments	Percussion	Keyboard Instruments	Bach	Beethoven	Mozart	Notation	Review notation and elements
Include 2 songs each month		Carnival of the Animals							

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	AUGUST & September	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	МАҮ
LITERACY Literacy Essentials	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	List for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	List for weeks 21-24	List for weeks 25-28	List for weeks 29-32	List for weeks 33-36
LITERATURE Include ∼2 poems each month	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology The Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	The Jungle Book
GRAMMAR Well-Ordered Language 1A & 1B	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases-Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
COMPOSITION	Parts of a Paragraph	Informative Paragraph	Informative Paragraph	Informative Paragraph	Narrative Paragraph	Narrafive Paragraph	Persuasive Paragraph	Persuasive Paragraph	Review and Remediation
HISTORY & GEOGRAPHY	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
MATH Dimensions 3A & 3B	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11 - 12	Chapters 13-14	Chapters 15-16	Chapters 17
SCIENCE	Classification of Animals	Ecology John Muir	Astronomy Mae Jemison	Astronomy E. Halley Copernicus	Human Body: Muscular & Skeletal Systems	Human Body: Nervous System, Vision & the Eye	Light & Optics	Human Body: Hearing & the Ear	Sound A.G.Bell
ART	Balance and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
MUSIC Include 2 songs each month	Elements Orchestra Review	Scheherzade Prelude	The planets	Tchaikovsky	Native American Music William Tell	Souza & Copland	Gershwin, Cohan, & Bernstein	Notation	Review notation and elements

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	AUGUST & September	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE *Include 1-2 poems each month	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
GRAMMAR Well-Ordered Language 2A & 2B	Principal Elements Diagramming Adverbs	Adverbs Adjectives	Predicate Verbs Direct Objects Predicate Nominative	Predicate Adjectives Predicate Review Possessive Nouns	Prepositional Phrases Compound Elements	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound Sentences	Relative Pronouns Relative Clauses
COMPOSITION	Parts of an Essay	Informative Essay	Informative Essay	Informative Essay	Narrative Essay	Narrative Essay	Persuasive Essay	Persuasive Essay	Review & Remediation
HISTORY & GEOGRAPHY	Mountains China Europe in the Middle Ages	Europe in the Middle Ages	l slam Crusa des	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
MATH Dimensions 4A & 4B	Chapters 1-5 Begin 4A	Chapters 5-7	Chapters 7-8	Chapters 9	Chapters 10 Begin 4B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17
SCIENCE	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell	Geology James Hutton	Geology	Geology	Mete orology Benjamin Banneker	Meteorology	Chemistry	Chemistry Electricity Michael Faraday	Electricity
ART	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
MUSIC	Orchestra Review 2 songs	Keyboard instruments 2 songs	Music of the Middle Ages 2 songs	Music of the Middle Ages 1 song	Vocal Ranges Elements	Elements Notation	W. A. Mozart Haydn 2 Songs	Handel 1 song	Review Notation, elements, ranges

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	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	МАҮ
LITERACY	Root words review 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling∕vocab words per week	3 roots & 10 spelling∕vocab words per week	3 roots & 10 spelling∕vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE Include 1-2 poems each month	Secret Garden	Secret Garden Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Alice in Wonderland	Sherlock Holmes Coyote Goes to the Land of the Dead The Sun Dance
GRAMMAR Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
COMPOSITION	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay
HISTORY & GEOGRAPHY	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
MATH Dimensions 5A & 5B	Chapters 1-4 Begin 5A	Chapters 4-6	Chapters 6-7	Chapter 8	Chapters 9 Begin 5B	Chapters 9-11	Chapters 11 - 13	Chapters 13-14	Chapter 15
SCIENCE	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
MUSIC	Orchestra Elements	Renaissance Music	Renaissance: Dona Nobis Pacem	Songs: Sakura and Hava Nagilah Beethoven	Mussorgsky	Music of the Civil War	Spirituals	Notation	Notation

	AUGUST &								
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE *Include 1-2 poems each month	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
GRAMMAR Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
COMPOSITION	Parts of an Essay	Informative Essay	Informative Essay	Informative Essay	Narrative Essay	Narrative Essay	Persuasive Essay	Persuasive Essay	Review and Remediation
HISTORY & GEOGRAPHY	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Ind ustrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
MATH Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin óB	Chapters 11 - 12	Chapters 12-13	Chapter 9	Chapter 10
SCIENCE	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	lmmune System & Diseases Alexander Fleming	Oceans	Oceans
ART	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
MUSIC	Orchestra Elements	Elements	Baroque Vivaldi	Handel & Bach	Classical: Haydn & Mozart	Classical: Rossini Beethoven	Early Romantic: Schubert Beethoven	Schubert	Notation & Theory
LATIN Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter ó	Chapter 7	Chapter 8

6TH GRADE - YEAR AT A GLANCE

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MARCH APRIL MAY	komeo & Juliet Br. Jekyll & Mr. Hyde Short Stories		27-30 Participles Lessons 31-34	27-30 Participles Lessons 31-34 h Lincoln Civil War	27-30 Participles Lessons 31-34 n Lincoln Civil War s 13-14 Chapters 15-16	27-30 Participles 27-30 Lessons 31-34 n Lincoln Civil War n Sion and Chapters 15-16 sion and Cell Division and coregor Mendel History of Earth History of Earth and Life Forms	Participles Lessons 31 - 34 Civil War Chapters 15-16 Chapters 15-16 Gregor Mendel History of Earth and Life Forms Modern American Painting	Participles Lessons 31 - 34 Civil War Civil War Chapters 15-16 Chapters 15-16 Genetics Genetics Genetics Genetics Genetics Genetics Blues & Jazz Ragtime Ragtime
	Call of the Wild Romeo & Juliet	Linking Verbs Clauses Noun Jobs Lessons 27-30 Clauses Lessons 27-30	Lessons 22-26	Lessons 22-26 Antebellum Era Abraham Lincoln		Abraham Lincoln Chapters 13-14 od Cell Division and Genetics in	Abraham Lincoln Chapters 13-14 od Cell Division and Genetics in Expressionism &	2-26 m Era Abraham Lincoln m Era Abraham Lincoln 11-12 Chapters 13-14 11-12 Cell Division and rettion of Food Cell Division and rettion irotion Genetics nism & Expressionism & on Abstraction richaikovsky Dvorak
	Call of the Wild Call of th	Indirect Objects Linking V Intransitive Verbs Noun Jok Passive Verbs Clauses	Lessons 18-21 Lessons 2	0		Po c		
DECEMBER JANUARY	Christmas Carol Cal	Coordinating Indi Conjunctions Intr Lessons 13-17	Les	U.S. Constitution Ear			Ε	
NOVEMBER	Cyrano de C Bergerac Christmas Carol	s	Lessons 9 - 12	Lessons 9- 12 U.S. Constitution U	Constitution Constitution pters 5-6	Constitution Constitution mical Bonds Meither	Constitution Constitution mical Bonds Reactions Meitner	Constitution Constitution mical Bonds Reactions Meitner Meitner hoven agini pin
OCIOBER	Fahrenheit 451 C Cyrano de Bergerac	Pronouns Adjectives Lessons 5-8		L American Revolution	4	-4 cture voisier	-4 cture oisier	-4 cture sm
SEPTEMBER	Fahrenheit 451 F	Principal Elements P of the Sentence A Lessons 1-4		Exploration and A Colonization R				
	LITERATURE	GRAMMAR P Get Smart		HISTORY & E GEOGRAPHY				

8TH GRADE - YEAR AT A GLANCE

Musical Theater: Bernstein & Sondheim Diagramming Sentences 168-188 lames Maxwell MAY Magnetism Chapter 27 The 2000s The 2010s Review Review Poetry Architecture since the Industrial Revolution Much Ado About Nothing Benjamin Franklin Diagramming Sentences 140-167 Chapters 13-14 Musical Theater: Rogers & Hammerstein APRIL Nikola Tesla Porter, Kern Chapter 26 The 1980s The 1990s Electricity Architecture since the Industrial Revolution Much Ado About Nothing Charles Steinmetz Gershwin, Berlin, Musical Theater: Diagramming Sentences 112-139 Chapters 11-12 MARCH Short Stories Chapter 25 The 1960s The 1970s Cohan Light Diagramming Sentences 84-111 Musical Theater: Gilbert & Sullivan Robinson Crusoe FEBRUARY Cultural changes and Activism Electromagnetic Radiation and Light Chapter 9-10 20th Century Sculpture Chapter 24 Vaudeville The 1960s Revues Sound Diagramming Sentences 56-83 Robinson Crusoe JANUARY The Start of the Cold War Work, Energy, Power 20th Century Sculpture Moderns: Debussy & Stravinsky Chapter 23 Chapter 8 Sound Diagramming Sentences 28-55 DECEMBER Nationalism: Vaughn Williams Lord of the Flies Work, Energy, Power Albert Einstein World War II Photography Chapter 22 Chapter 7 Copland NOVEMBER Nationalism: Rodrigo & Ravel Diagramming Sentences 1-27 Lord of the Flies Rise of Totalitarianism Chapters 5-6 World War II Density and Buoyancy Photography Depression Chapter 21 The Great Nationalism: Sibelius & Bartok OCTOBER Chapters 19-20 Painting since WWII To Kill a Mockingbird Chapters 3-4 The Roaring Twenties World War I Review: Clauses Verbals Forces Music Theory Review: Rhythm & Melody AUGUST & SEPTEMBER Toward the Great War Review scientific method and Review: Parts of Speech Phrases The Gilded Age Painting since WWII To Kill a Mockingbird Progressivism Chapters 1-2 metric system Chapter 18 Orchestra Review Motion HISTORY & GEOGRAPHY Weeks & Adkins LITERATURE GRAMMAR Wheelock's Stay Smart SCIENCE LATIN MATH MUSIC ART



Nuestra mision es cultivar en los estudiantes una busqueda de la excelencia academica, vida virtuosa y la responsibilidad civica a travas de una educacion clasica, rica en contenidos en las artes liberales y ciencias.

Sabado el 9 de Marzo de 2024 5:00 a 6:30 pm Club de Boys and Girls de Elko 782 Country Club Drive

Orador invitado-Dr. Steven Hrdlicka, Instructor de Ingles y Humanidades de GBC

Se trata de un evento gratuito y familiar: Los ninos podran participar en actividades de ciencias y matematicas y serviran refrescos. Vengan a conocer a los miembros fundadores de la junta directiva de NCAE (siglas en Ingles), apendar sobre aspectos unicos de la educacion clasica, y una vision general de nuestro plan de estudios. El Dr. Steven Hrdilicka proporcionara una breve demostracion de ensenaza, la lectura y la escritura a traves de las Fabulas de Esopo. Buscamos la opinion de padres sobre el desarrollo escolar, tal como la semanas escolares de 4 or 5 dias, inicio diario y hora de finalizacion (de clases), clubes extraescolar, eventos de participacion familiar, servicios de apoyo para familias y estudientes y las oportunidades de voluntariado para padres.

No necesita registración.

www.nevadaclassicalacademyelko.org



Our mission is to cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.

Saturday, March 9, 2024 5:00-6:30 p.m. Boys and Girls Club of Elko 782 Country Club Dr.

Guest Speaker - Dr. Steven Hrdlicka, GBC English and Humanities Instructor

This is a free, family-friendly event; science and math activities will be available for children and light refreshments will be provided. Come meet NCAE's Founding Board, learn about unique aspects of classical education, and get an overview of our curriculum. Dr. Steven Hrdlicka will provide a brief demonstration on teaching reading and writing through Aesop's Fables. We are also seeking feedback from families regarding school development, such as 4 or 5-day school weeks, daily start and end times, extracurricular clubs, family engagement events, family and student support services, and parent volunteer opportunities.

To learn more about NCAE and provide your input, please join us on March 9th. No registration required.

www.nevadaclassicalacademyelko.org

NEVADA CLASSICAL ACADEMY ELKO

CLASSICAL EDUCATION FOR A BRIGHTER FUTURE

Our mission

To cultivate within students a lifelong pursuit of academic excellence, virtuous living, and civic responsibility through a classical, content-rich education in the liberal arts and sciences.

<u>**Our vision -**</u> Nevada Classical Academy Elko will develop the academic potential and personal character of students and fully prepare them to live responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, state public charter school which provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.







Scan me to learn more about NCAE





School Highlights:

Tuition-free, public charter school Open to all students and families Opening in the fall of 2025 for the 2025-2026 school year Beginning with grades K-3, growing by one grade per year to K-12 Intend to occupy current EIAA charter school building

P.O. BOX 2762 ELKO, NV 89803 NEVADACLASSICALACADEMYELKO.ORG



Nevada Classical Academy Elko Charter Application

ATTACHMENT 28

Draft Family and Student Handbook



Family and Student Handbook 2025-2026

NCAE will not make any distinction on account of a disability, actual or perceived race, creed, color, gender, national origin, religion, sex, sexual orientation, gender identity or expression or ancestry of any student who seeks admission, or any other characteristic protected by applicable federal, state or local laws. Enrollment is open to anyone who chooses to attend.

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****Finalize this section last****

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 - Advocacy
 - School Leader Support
 - Fiscal Accountability

Compliance •

Section XV Core Principles Held by the Governing Board

- School Culture •
- Academics
- Leadership Structure
- Parents and Students •
- **Fiscal Responsibility** •
- **Conflict of Interest Policy**
- Adherence to Law
- **Charter Agreement** •
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- Fundraising •
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- Grievance Related to a School Leader
- Importance of Following the Chain of Comma •

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Appendix 2: Request to Examine/Copy Public Records

- Appendix 3: Medical FAQ
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Appendix 7: Handbook Ack

rgement For Appendix 8: Guardian Authoriz, Form



SECTION I-

SCHOOL DIRECTORY AND STAFF CONTACT INFORMATION

Nevada Classical Academy Elko 1031 Railroad Street Elko, NV 89801	
Telephone: (775) 778-9709 Website: nevadaclassicalacademyelko.org Email: ncaelko@gmail.com	
Governing Board	
President Vice President Treasurer Secretary Member Member Administration Staff Principal	Joe de Braga Kim Paris Hank Thurson Dorothy Steninger Lisa Berker Julie
Special Student Services Administr	D
Counselor	3D
Office Staff	
Registrar/Office ►	TBD
Business M .ger:	тво
Health c	TBD

SECTION II-

MISSION, VISION, AND EDUCATIONAL PHILOSOPHY

MISSION AND VISION

Mission Statement

To cultivate within students a lifelong pursuit of academic excellence, virtuo Ing, and civic responsibility through a classical, content-rich education in the liberal and sciences.

Vision Statement

Nevada Classical Academy Elko will develop the academic potential and persone aracter of students and fully prepare them to live responsible, independer and productive live CAE is an open-enrollment, tuition-free, state public charter school w provides a high-quality ation for students through a traditional classical education in the Jeral arts and sciences. NCAE s ks to foster life-long learning in all students regardless of ba ound, soci Snomic status, or ability.

NCAE is an open enrollment, tuition-free, state, public charter sch Jing Elko County with a traditional K-8 education program. NCAE provides students with the benefit of tent-rich and academically rigorous classical liberal arts education with a strong ' component. Stude are challenged to excel both in academics and in moral discipline. Students reading, math, science through time-tested IL. methods. History is based on the reading of prim nts. NCAE's is to develop the academic SOURCE potential and personal character of each of its st skground, socio-economic status, or nts, regar ability, and to graduate them fully prepared to part ate 🦻 celligent, ponsible, active members of their community.

NCAE's vision for its stude .s not limi solely to the academic achievement and scores on standardized tests. Personal responsi modeled and expected by the NCAE community. y, ethics, and scipline will n a sense of corresponsibility, along with a belief in striving for NCAE students will a be endowed ssical approach at NCAE will be confident individuals individual achievement. ents ed with a strong work ethic a ٦ill prace, rather than shun, the difficult challenges facing their communities and their country in the 21st c v. NCAE will produce the leaders Nevada needs for the next generation.

JRE VIRTUES NC/

'a Classical Academy L will develop students in both mind and character. The school's virtues are the principles that cu ate and nurture character: courage, courtesy, honesty, perseverance, pent, and service udents are expected to conduct themselves honorably in word and deed, strive rtues, and Jurage others to do so.

Courage: Be B.

to live by u

guia.

self-gov

Courage is the state of mind that enables one to confidently face danger or fear. Aristotle tells us that a courageous person will fear things but will endure them for the sake of the noble. In the face of danger or challenge, courage is a firm conviction—with appropriate levels of fear and confidence—that compels one to accomplish and pursue something noble and worthy.

Courtesy: Be Kind and Respectful

Courtesy is demonstrating good manners and displaying a willingness or generosity to show kindness and respect toward others. Courtesy contributes to a culture of civility on campus. George Washington famously kept a copy of 110 "Rules of Civility in Conversations Amongst Men." Many of the rules served as practical guidelines for courteous living. Washington emphasized that our actions ought to show respect for others around us, regardless of their standing, rank, or position.

Honesty: Always Tell the Truth

Honesty is derived from the Latin formulation integritas. Integritas means "intact"—or the state of being whole and undivided—in other words, the truth and nothing but the whole truth. Aristotle write that an ethical person should not only be honest, but should be a lover of truth. Such a person would be athful in situations where honesty would make no immediate difference. In other words, as C.S. Lewis on and, "Integrity is doing the right thing, even if nobody is watching."

Perseverance: Never Give Up

Perseverance means to steadfastly pursue a course of action or a purpose, then in the of obstacles or discouragement. As the well-known poem reminds us, if at first you do succeed, try, try a ... if you will persevere, you will conquer, never fear...try, try again! In 1771, Sar and Adams exhorted his to patriots: "Instead of sitting down satisfied with the efforts we have alreaded added...the necessity of the target than ever, calls for our utmost circumspection, deliberation, for the efforts and perseverance."

Self-government: Practice Self-Control

Self-government is the ability to "rule over oneself." As Socrates as in calatonic dialogues, a man should be temperate and a master of himself, and a ruler of his own ple and passions. Aristotle described a self-restrained person as someone who, on account of reason, does education and practice to develop the character and self-government. Effective self-governance promo a control orderly culture and increases liberty for both individuals and societies alike.

Service: Help Others

Service is an active disposition toward assisting in a new of, or promoting the welfare of others. It is a willingness to stand with other of the ped and to ped and

PHILOSOPHY

The education psophy c AE is best described as Classical Education. Classical Education values knowle ר; uphoi e standards of correctness, logic, beauty, and the importance intrinsic to or its ow the /' ral virtu its adherents; and prepares human beings to assume their places as al arts; demana litical ord ... Also, it is the obligation of schools to instill in students' positive r insible citizens in the eadership, as well as ensure their full intellectual and moral development. A es toward learning a aι and unified philos y is one of the key areas of a stable school and will drive everything from cohe. e to textbook selection. hiring to disci assessm

Classical educ. for directs, and strengthens students' mental abilities in the same way sports exercise their physical ab. The mind, like the body, atrophies when not well-trained. The emphasis on rigorous mental training is an important difference between classical and modern progressive education. Classical education puts young minds to work, leading young people to understand themselves and the world around them by acquiring concrete skills and gaining knowledge in identified disciplines, enabling them to participate fully and effectively in the community in which they live.

The Core Knowledge* Sequence for grades K-8 is based on E.D. Hirsch's idea of "cultural literacy." For people to

communicate effectively, according to Hirsch, they must not only use the same language, but they must also possess a reservoir of common facts, ideas, and references known to all in the culture.

*Core Knowledge is not "Common Core". See <u>www.coreknowledge.org</u> for more information.

Abraham Lincoln is perhaps the best example of a leader who relied on cultural literacy to convey his ideas.

"Four score and seven years ago our fathers brought forth on this continent a new nation conceived in liberty, and dedicated to the proposition that all men are created equal."

Lincoln's audience at Gettysburg instantly knew what he referred to in "prosition" be Declaration of Independence. For this reason, Lincoln did not have to retell the history of the verolution. h. "ow Americans already knew it.

NCAE will initiate this philosophy of education through emphasis called following:

- Centrality of the Western tradition in the study of hist. iterature, p' Jophy, and fine arts
- Rich examination of American literary, moral, philosophic plitic d historical traditions
- Use of explicit phonics instruction for the teaching of reading.
- Teaching of Latin
- Content-rich curriculum based on the trease and truths of a liberts education
- School culture demanding moral virtue dece respect, disciple and studiousness among the students and faculty
- Faculty where well-educated and articulated achers experimental knowledge to students using traditional teaching methods
- Using technology effective thout diminion and faculty leadership that is crucial to academic achievement

The danger we present that, in the \mathbf{v} is of Hirsch, "Many young people today strikingly ce as a natio rican books an newspapers have traditionally taken for granted lack the information writers of / among their readers fru " gener constantly amazed at what their employees do not ner, cultural literacy is essential to a nation and its citizens. A culturally know and therefore canne the demands placed upon us by history and the present condition of the illiterate America cannot live world. A rate inu al cannot comprehend vast areas of human knowledge necessary for politic .conomic, so and mo ell-being. A culturally literate person can draw conclusions and form ind Jal opinions based he study ______story.

MC VIRTUE

Moral Vinces an ageless the state continues in today's education. Schools must maintain an atmosphere of order and denote in for leasing to take place. We insist students be attentive and polite, demonstrating respect and courtesy to the students. Through narratives found in history and literature, we discuss consequences for the students show there is a clear difference between right and wrong. By upholding standards in addition to requiring students to know certain things, a classical education also teaches young people judgment according to certain standards. To be "classical" means to uphold a standard of excellence. The classical works of Greece and Rome are not great simply because they are old.

They are great because they employ harmonious language to depict remarkable human events and to explain the transcendent ideals of human existence. Each of the liberal arts has its own standard of correctness, logic, beauty, or importance.

CITIZENSHIP

We will strive to ensure that our students are prepared to become adults who are fully aware of their civic rights and responsibilities. This knowledge will be gained through a thorough study of American history and government worthy of this Nation's founding principles. NCAE will ensure that our students become citizens fully cognizant of their rights and responsibilities.

THE HOME

Parental support is essential to the success of classical education. The faculty themselves ensure student success in grasping the ideas put forth. Parents and teachers must vertices of make education effective. To ensure learning takes place in both the home and the school, we courage part to:

- Demonstrate good character
- Help their children develop effective study skills
- Oversee progress in reading, writing, and math in the er orades
- Encourage students of all ages by discussing what the vellearned ar sking questions
 - Hold high expectations for student achievement
 - Support the school by getting students to school on-time and supplies and supplies
 - Limit television and video games and properties place to do home. free from distraction
 - Understand the vision and philosophy o
 - Support student adjustment to a new style finstruction of to new succendings

SECTION III-

CHARACTER AND CITIZENSHIP

NCAE's environment and curriculum are designed to promote and build strength of chara in students. Too often, expectations of students with respect to their behavior are considered d ct from a school's curriculum. NCAE will inculcate good character in its students by maintaining or and decorum in the classrooms, holding students accountable for their assignments and personal co ad explicitly teaching them the fundamentals of good character. The school will adopt a set of core vill build students' les wh moral vocabulary and point them to the character traits necessary to live a sod and has ife. This will be done by introducing and promoting the Eight Pillars of Character (Citize ip, Cooperation, C e, Honesty, Integrity, Perseverance, Respect, and Responsibility) and four classic strues (Temperance, Cou Justice, Prudence). NCAE will explain the virtues to students in detail, a^{-1} III base citizenship marks, its ipline policy, and the decorum of the school on the practice of those y ٤ć.

- The values of a democratic society will be identified and the
- Administrators and faculty will encourage and model hab. festy, respect, social responsibility, and self-discipline. Students will be given opportunities to prace and develop these traits.
- Outstanding people will be used as role **r** is throughout the current lum to teach character.

ACADEMIC STANDARDS

NCAE will uphold high academic standards for all lents ardless cockground, socio-economic status, and ability. The curriculum is contraction, following provisions to challenge all stude contraction their individual academic potential.

- Objective stands are monitore indimaintaine
 - defined by the Charter School Law
- Promotion ar aduation requ² ments meet or e ed state requirements
 Students stude lefine dia
- Students study 'efined c orn promotion and graduation
- The student scheal provint minantly occupied by the defined curriculum
- Students are assesse ough classwork, regular assignments, tests, and state mandated tests, the against District, State, and National norms

LEA JG ENVIRONMEN

- Nc. romotes a safe envirce ent that fosters learning and character development.
 - is a defined standard of appearance and a regulated campus
 - Post student/ int/teacher relationships are fostered
 - Extract via vities are encouraged
 - Success in a rigorous academic program is dependent upon consistent student effort and completion of assignments
 - The faculty is a unified group of professionals focused on student achievement

STUDY SKILLS

NCAE provides the opportunity for all students to acquire the mastery of study skills, which makes learning possible and encourages self-motivation.

Study skills (time management, research skills, note-taking) are integrated throughout the curriculum. Teachers evaluate the mastery of study skills.

STUDENT ENGAGEMENT PROTOCOL

The following outlines NCAE's expectations for positive student behavior to construct a school community:

When greeting another, students should offer a positive greeting, like no" or "good morning."

When engaged in conversation, students should be respectful ther's opinior making eye contact and not interrupting others.

When interjecting into a conversation, students should preface the. with words of courtesy, like "excuse me" or "I disagree (or agree) because...."

When speaking to another, students should use out one and volume, aking clearly.

When choosing words, students should use approprie diction and the not using inappropriate words or profanity.

When leaving a conversation, Jents Id excuse to selves.

Students should address alts by their ties, addressing n as Sir, Ma'am, Doctor, Mister and/or Missus.

Students should hold the pr for or some ing a building.

When seated students should their own feet and the legs of the chair on the floor.

When wents see training the flocing should willingly pick up these items and place them in the garbage car

Stuch should willingly and untarily aid others when needed.

When in community a n uniform, students should represent their school with integrity and as a model citizen.

Guidelines for Spe, , before you speak, THINK:

T – Is it True? H – Is it Helpful? I – Is it Inspiring? N – Is it Necessary? K – Is it Kind?

SECTION IV-

ATTENDANCE

Regular attendance is important to ensure achievement in school. We discourage vacation and trips taken during the school year. We also discourage doctors' and other appointments made during theorem. When those appointments are unavoidable, students are responsible for any make-up vertice during their absence. Assignments that are not made up, according to the time restrictions set by the set of r and school, will be reflected in their grades. It is helpful to make prior arrangements to meet that the set of reme

It is recommended that students enter the building no later than five (5) utes before classe. in to ensure they can make it to class on time. A student will be considered tardy of in their seat, ready to in, at the below-listed time.

	School Day Start Time:	Schr ay End Time:
Elementary (K-8):	8:00 a.m.	ף.m.

This policy is applicable to students participation in the special station or a Section 504 Plan resulting from a student's disability, but subject the stude. Student ducation Plan" or "504 Plan" and in accordance with the Individuals with Disability Education Section 504 Plan" and in accordance with the Individuals with Disability and in accordance with the Individuals with Disability Education Section 504 Plan" and in accordance with the Individuals with Disability Education Section 504 Plan" and in accordance with the Individuals with Disability Education Section 504 Plan" and in accordance with the Individuals with Disability Education Section 504 Plan "Section 504 Plan" and in accordance with the Individuals with Disability Education Section 504 Plan "Section 504 Plan" and Section 504 Plan" and Section 504 Plan" and Section 504 P

Unless supervised by NCAE staff dents must school programming. Student we require to enroll to the first day of school. Structs not pick up by the tipparents will be charged daily fee (\$40

WHO MUST ATTEND SCK

Pursuant to Marcin Revised Score (NRS) 392.040, students between the ages of 7 and 18 years of age must enroll are converted for the section is in session. Students who are 6 years of age must attent mool, if enrole for the element time the class in which they are enrolled is in session. ALL students en ed must follow the A dance/Trease Policy.

<u>ABS.</u>

To evaluate proper confication of an absence, the principal and counselor may reasonably inquire, investigate a record further documentation from the parent/guardian. Absences for a student's participation in the parent conference will not be counted as absences for the parent conference will not be counted as absence will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as absences for the parent conference will not be counted as a specific ton the parent conference will not be counted as a specific ton the

To Report Absence:

If your child is absent because of illness or an appointment for which we have not been notified previously, please send a note of explanation to the counselor on arrival the day following the absence. Students or parents/guardians are allowed three school days to request missing homework and/or classwork upon

returning from an absence. A calendar week after the return from a student's absence will be allowed for the assignments to be completed and submitted.

Failure of the student to make up missed work from an excused absence will result in an unexcused absence counting toward the limitation of absences.

Students who have been absent must provide **notice from the parent/guardian** to the **c** ol explaining the reason for the absence **within three (3) school days after their return** from absence. S **c** an absence note via email to ______ in the Counselor's Office or with your student to give to the **c** cher.

Parent/Guardian explanations should include the following information:

- The first and last name of the student;
- The date(s) the student was absent; and
- The reason the student was physically or mentally unable to the student's disability, or the nature of the emergency.

The following will be considered excused:

- Medical Reasons
- Mental or emotional disabilities
- Pre-Arranged* absences approved by the principal
- Attendance at any school-sponsored act
- Required court appearance
- Religious holiday
- Bereavement (notify the school if absence extend here days)

* Some pre-arranged absences monopeler recorded a ed.

If an acceptable explanation of the absence is not provide within three school days, the absence is unexcused and, in accordance with as 392.130, is emed a truated students in grades K-8 are recorded "absent" for half the day if absence is more than concernent and fifty-five minutes, or for the entire day if more than three hours and forty-five minutes of the interaction of the interaction

Unexcused Abaanse

An unexcession of the previous exceptions or a student methods will be an absence that is not covered by one of the previous exceptions or a student methods will be absence will be entered in the student's record. The part is or guardians of the udent recording an unexcused absence will be notified by the school. Homework will credit be awarded for any work done during periods of unexcused absence. Teachare under no obligation to accept work for periods of unexcused absence.

In the even of an unappended absence, the principal or counselor will deliver or cause to be delivered a written notice truth truth truth parent or legal guardian (NRS 392.130[4]).

Pre-Arranged Abse

Pre-arranged absences must be arranged and approved through the counselor at least one week in advance, by the parent/guardian. The Governing Board, administration, and faculty discourage vacations, trips, and other non-illness related absences when school is in session. It is in the best interest of the students to be in class taking advantage of instruction in a very rigorous and content-rich curriculum. **If a pre-arranged absence is completed, all work assigned is due the day the student returns**.

The maximum number of arranged absences is **10 per school year.** Forms to request an arranged absence are available in the main office and online.

Limitation Of Absences

The limitation of absences for elementary students is twenty (20) or 10% if on a modified calendar of total absences per year. Arranged absences more than 10 during the school year and any arranged absences for which the makeup work was not completed and submitted, as required by the teach ount toward the limitation of absences.

A student's medical illnesses or conditions may prevent a student from meeting bove goal. Absences which are due to the student's physical or mental inability to attend schedur prophetory documented and submitted to the school within the timelines defined by this policy, will not be included in the termination of a student's denial of credit or retention if the student has completed correspondence work requirements

Parents/legal guardians will be notified of unverified absences.

Consequences For Exceeding The Limitation Of Absences

Elementary students who have exceeded the limitation of absence any breatined in the current grade.

Appeal Process To Address Possible Retention And Denial Of Credit

If a parent/guardian believes that extenuating extances, issues that v have led to excessive absence and/or mistakes in the record have been made the extances, issues that v have led to excessive absence be principal or designee. The established final level of appeal is the NCAE Gover g Board.

When An Absence Is Considered Truancy

for one re	e class perio	.e equivalent of one or more class periods during a
sha'' dee.	a truancy	\$ 392.130[2]). If the student does not have a valid
ermission	the absence	or did not make up the class work for an excused
excused. In ج	tion, failure	v rovide an excuse within three (3) school days will
ence. In acco	accawith NRS 3	3930[2], an unexcused absence is deemed truancy.
	sha' _ uee. · _ermission .excused. In a	sha' uee. a truancy ermission the absenc .excused. In a tion, failure

When A Student Continues

When a student has three (3, xcused absences (truancies), the student is declared a habitual truant, and the stud prted to vocal law enforcement agency for investigation of habitual truancy and issuar ranted, cordance with NRS 392.149 (NRS 392.144). In accordance with NRS of citation, h 397 nduct an estigation, set a hearing date, and provide a written notice of the +, the school shan ng to the parent or legistration of the student. If the student remains a habitual truant following the K. tion and hearing, testschool may issue an order imposing administrative sanctions, including the inve of the driver's lic e or prohibiting obtainment of a driver's license of a habitual truant student for suspen vs for the final offense. The second offense and any subsequent offenses may result in the thirty (3c `nment (uxty (60) days. suspension/

The Nevada Revise catutes do not distinguish between truancy resulting from an action of the student and that of the parent or legal guardian. Any student who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without a valid excuse may again be declared habitual truant.

Consequences For Being Cited As A Habitual Truant (Educational Neglect)

ant

Elementary school truancy violations will be referred to Child Protective Services (CPS) for investigation. The

possible consequences that may be imposed for middle school student violators are as follows: first offense-supervision by a probation officer or warning; second offense- court appearance, eight to sixteen hours of community service at the school of attendance, suspension of the student's driver's license for 30 days-6 months or a delay of 30 days from the date a student can apply for a first-time license and a \$100 fine.

In addition, students who exceed the limitation of absences are subject to the consequences as set forth in NCAE Student-Parent Handbook.

What Happens If The Habitually Truant Student Is Cited Again For Truancy?

The consequences for subsequent citation include hours of community service service signed curfew and/or house arrest, 60 days to one-year suspension of driving privileges, suspension shows and \$200 fine. In addition, if the parent/guardian, to whom notice of the habitual truancy has been given, to prevent the child's subsequent truancy within that school year, the parent/guardian is allowed by the parent guardian is allowed by the parent guard

Parents/Guardians of habitually truant elementary students where on the attempt to insure their theory regular attendance at school will be referred to Child Proto the Services for investigation of educational neglect, or to law enforcement for possible issuance of a miso theory of the services for investigation of educational school will be referred to Child Proto the Services for investigation of educational neglect, or to law enforcement for possible issuance of a miso the services for investigation of educational school will be referred to Child Proto the Services for investigation of educational neglect, or to law enforcement for possible issuance of a miso.

Before a student is denied promotion to the next higher gra nied credit, or ordered imposing administrative sanctions for failure to comply within the attendance virements prescribed, the principal shall provide written notice of the intended der the parent/guardian be student including a statement that the student and parent/guardian may requ of absences of udent and a statement of the а. procedure for requesting such review. Upon the uest for by the pare ./guardian, the principal shall review the reason for each absence of the student n which ' denial of promotion is based. After **.** the review, the principal shall grant credit towards e rer ed days on crendance each day of absence for days there is evidence submitted parent/guar at the student was physically or mentally unable to attend school on the day of th d the pupil completed course work requirements. sence

If the parent/guardian grees with the decision of the rincipal or designee that the standard under NRS 392.122 3 (a) and (b) not been means the parent may a seal to the NCAE Governing Board. The decision of the NCAE Governing Board final.

LATE-ARRIVAL /TAPDINESS

nce and referes with student learning. Disruption and loss of instruction time in their prooms ready to begin learning on time. *Classes begin promptly at* I to have their students at school a minimum of 5 minutes prior to the start of after the closure of the carline must be checked in at the office by their parent s. Habitual tardiness will result in disciplinary action. *NCAE does not distinguish m the actions of the student or that of the parents or legal guardian.*

Students in grace is a marked tardy if they are not physically present in the classroom at 8:15 a.m. ready for the start of the corructional day. After three tardies, a letter will be sent home to inform the parent(s). Any tardies thereafter will have a consequence that may include detention. Habitual tardiness will result in disciplinary action.

SECTION V NCAE DRESS CODE 2025-2026

PURPOSE:

The dress code is to prevent unnecessary distractions in the classroom and create a positive learning environment. NCAE has given considerable thought to the relationship between how a store is dressed and how a student learns. For the outsider, this probably seems fussy and insignificar or the insider, the relationship is anything but. There is great truth to the old English saying that the , makes the man." Too much might easily be made of these words, but there is no denying that we take mantle of the clothes we wear. Children, even very young children, change their demeanor when the ா fanc ss—they become the characters they wish to emulate, and these characters are often noblem nan their reelves. It is not, however, entirely a matter of affectation. There is something to the id hat manners are to eginnings of morality, and regarding our attire it means that caring for how we prove to urselves, like punctual is a sign of our respect for others. We want our students to present well. doubtlessly reflects well on t chool, but there is something more important at stake. In dressing well ____y take thems ves more seriously and treat their time with us and with their studies more seriously. In antly, they 2 Jegin to see the relationship between how they are perceived and how they are received.

It is with all these considerations in mind that NCAE has selected a dent uniform. The exclusive vendor selected is Dennis Uniforms. It was selected le, and color selection of their heir store or on-line at clothing. Uniforms may be purchased is Uniform 7 www.dennisuniform.com. The school's on-line c is _ is Uniform cated at 5275 S. Arville Suite B124, Las Vegas, NV 89118. The phone number is 252-7341 bottoms may also be purchased from other stores if they are khaki or navy, made of twil d unificial type in the style must be "standard" and cannot be "skinny" pants or any tyres stretch denin.

EXPENSE:

The purpose of the dreg Jde is to crea and maintain orderly, positive learning environment. The dress code requirements st 1 not keep yo' pore information. The School will maintain a Used qualifying families. Ple. inguire) Uniform Store which allow. rili J purchase "expensenced" items at a significant discount. The store will be typically coinciding with school events throughout the year, and accepts opened with prior announce. donation nd items ng open times. Store credit vouchers will be issued for each acceptable donatr ٤m.

ORM POLICY:

Stuces should arrive at science leach day wearing official NCAE uniforms with the school crest logo. The dress code ted below. As still previously, classroom time should be directed to instruction and not to correctine the dent dress. On tent is that the school uniform and dress code will alleviate the ill-will that can come from the gs of uncontent from students, parents, and staff.

DRESS CODE VIOL.

Students must be strictly in adherence to the dress code to attend class. Dress code violations will be determined by any NCAE staff member.

NON-COMPLIANCE:

Students deemed in non-compliance with the dress code:

• Will be provided with the item of clothing they need to adhere to the dress code and the

parent/guardian will be billed.

- If the piece of clothing is not available, the student will receive a minor violation notice that specifies the infraction.
- This notice must be signed by the parent/guardian and returned the next day to the office. A student will receive no more than one violation per day, per offense.
- Repeated dress code violations may result in detention and/or suspension.

All final decisions regarding dress code and dress code compliance will reside with the inistration.

DRESS CODE:

All Grades – All Students

• All uniforms must be in good condition, ironed and pressed, c.can, withou 'es and tears, appropriately sized and not excessively tight.

SHIRTS:

- ✓ Navy or red polo shirts (short or long sleeve) with the officiation chool logo with crest are require
- ✓ Polo shirts must be buttoned such that only the upperroutton remain undone.
- ✔ Polo shirts must always be tucked in.
- ✓ A solid white <u>short sleeve</u> undershirt may be worn under. 'p pol _____ts.
- ✓ All shirts shall always be tucked in.

SHORTS:

- Navy or khaki twill uniform shorts (no plus, b denim, or cc by), pleated or flat front (NO cargo or carpenter styles or styles with a putside, this include the "5 pocket" style of short) may be worn.
- ✔ Belt must be always worn.
- ✓ Shorts must be no shorter three inches a she knee when standing.
- ✓ Shorts must be worn *z* ∈ wai, d may not verly tight or baggy.

PANTS:

- ✓ Navy or khaki + uniform slac (no denim, stath denim or corduroy), pleated or flat front (NO cargo pants, stath any out states this includes the "5-pocket" style of pants).
- ✓ If the pants have `loops ______ vorn.
- ✓ Pants should be long in to cover the top of the shoe, short enough to stay off the floor when worn with shoes.
- ✓ P _____ vorn no ____ than 2" below waist.
- v jue to pinch 1 inch of fabric in front and back).
- Slacks may NOT b ered (m.)t be skinnier at the ankle than at the knee).
 - A solid black, brown, havy-blue belt with pants, shorts, and skirts/skorts that have belt loops.
 - large buckles that aw attention to belts, and belts must be smooth surfaced.

SHOES:

V

- ✓ Beg. with 2025-2026 school year: All shoe color must be solid navy, black, or brown (small colorea example Keds© or Vans© logos on the back of the shoes are acceptable).
- ✓ Shoes with peels, booties, boots, sandals, or other "open" style shoes may NOT be worn. Shoes must have closed toes and closed heels. Crocs and flip-flops are not allowed.
- ✓ Shoes may not have any large logos, graphics, glitter, sparkles, or flashing lights.
- ✔ Heels must be 1 inch or shorter.

SWEATERS:

✔ Navy-blue cardigan sweaters, navy-blue V-neck sweaters, or navy-blue sweater vests with school crest

logo may be worn.

✓ Polo shirts in navy blue or red must be worn underneath all sweaters.

JACKETS:

- ✓ All jackets/coats worn anywhere on campus must be solid navy blue in color, the school crest logo on the outside must be visible.
- ✓ Jackets may NOT have hoods.
- ✓ The official school letterman's jacket may be worn. The letterman's jacket mus purchased from NCAE's approved vendor.

KNIT HATS, GLOVES AND SCARVES:

- ✓ Knit hats (beanies), gloves and scarves must be solid red, white, navy blue.
 Iogos and only worn outside.
- ✓ Baseball hats/caps are not permitted on campus.

HAIR:

- ✓ Hair should be clean and worn so as not to distract from the _____eral learning environment.
- ✓ Hair should be of natural color and out of the eyes extreme colors or styles (i.e. fau, nawks, Mohawks, or spiked hair taller than 1/2 inch, etc.).
- ✓ No words, symbols, or designs shaved in hair (including rows) 2 ...owed.
- ✓ Hair should be pulled back from the face, so as not to be a straction with constant "brushing aside" from the face. <u>This applies to both boys and girls.</u>

GIRLS SPECIFICS:

JUMPERS Grades K-3 only:

- ✓ <u>Girls in Grades K-3</u> may wear **liberty pla** jumpers on short than three inches above the knee when standing.
- ✓ White blouse with peter pan collar may be w <u>Note</u>: Bike shorts, or tig^b → worn unde pers for modesty.

SKIRTS/SKORTS:

- ✓ Girls may wear r olue, khaki, **berty plaid*** (irts or skorts.
- Skirts must be in appropriate that are no sheer than three inches above the knee.
- ✓ If there are belt . . . a belt

Note: Bike shorts, c by Just be worn under skirts for modesty

SOCKS:

mee sock
 t do not go over or above the knee in solid colors of navy-blue or black.
 ie ankle or choices may
 the navy-blue, or black.

TIC

Girls may wear full th tights in navy-blue under a dress-code-compliant skirt or jumper only. Tights the re defined as a sking the legs, hips, bottom.

LEGGING

✓ NO L lgs of lype or color are permitted at any time.

GROOMING/AL

- ✓ Girls may v. headbands that are a solid color of white, red, navy or liberty plaid*, without logos or lettering.
- ✓ Girls may wear only small post earrings (maximum of one pair) in the ear lobes composed of metal or a clear stone not to exceed 3 mm. No nose, septum, lip, tongue, or earrings above the ear lobe may be worn on campus.
- ✓ Small, simple necklaces and bracelets may be worn (maximum of two each). Necklaces may NOT be worn on the outside of clothing. Chains, handcuffs, or jewelry that suggests weaponry are not allowed.

- ✓ Tattoos and body art must be covered.
- ✓ Drawing on oneself is not allowed.
- ✓ Hats, bandanas, hair coverings, sweatbands, or hair feathers are not allowed except for religious reasons with permission from the principal.

MAKE-UP/NAILS AND POLISH

- ✓ Girls may wear only clear or light-colored nail polish.
- ✓ Acrylic nails may not be longer than ¼" past fingertips.

*Liberty plaid is only available for purchase at Dennis Uniform.

BOYS SPECIFICS:

GROOMING/ACCESSORIES:

- ✓ Boys must be clean-shaven; no facial hair is permitted. Sideburn _____y not be lower that _____earlobes.
- Boys may wear only small post earrings (maximum of one pain the ear lobe composed control tail or a clear stone not to exceed 3 mm. No nose, septum, lip, ton or earrings above the ear lobe be worn on campus.
- ✓ Tattoos and body art must be covered.
- ✔ Drawing on oneself is not allowed.
- ✓ Hats, bandanas, hair coverings, sweatban the principation of the principation of

ADDITIONAL CLOTHING FOR K AND 1ST GRADE S DENTS:

- Kindergarten and 1st grade students are registed to have a miform at school.
- ✓ Please include socks and underwear.
- All students of NCAE must 6. On occasion students may have "accidents." ependent in When an "accident" of responsibi of the parent to assist the child and provide clean of It is ents," a me g with the parents, administrator and school nurse clothing. If there ar peated "ac will be held to e .ate the situat . Appropriate ion will be taken based on what is in the best Inol interests of a dents and the

PHYSICAL EDUCATION:

- ✓ 7th-8th grades ✓ , physical education uniforms
- Uniforms are avail for purchase through the school's on-line store found on the NCAE Website.
- If the stude as PE at a gry beginning of the day or end of the day, they may wear their PE uniform to or a class.

T DAY FRIDAY:

Students are allowed lays. For the 2025

wear the <u>school's authorized spirit shirt</u> with standard uniform bottoms on 2025 29 school years, the spirit shirt is green in color and sold on the school website.

- \checkmark S_F thirts or club ts from previous years may not be worn.
- ✓ Athic niform _kets/jerseys may not be worn.

If the dress code a not explicitly state a student may wear something, then he or she may not (e.g. hats, sunglasses, denim, bandanas).

TRENDS: Each year, there are a few new trends that show up at school. These, of course, cannot be listed nor a regulation devised to specifically cover them. When a new trend interferes with the appropriate learning atmosphere, becomes a nuisance, or violates the spirit of the dress code, then it will not be permitted. The principal will make this decision.

SECTION VI -NCAE PHILOSOPHY OF DISCIPLINE

NCAE is committed to optimizing learning for all students. NCAE students are expected to always be wellbehaved, to respect themselves, others, and property. Our philosophy toward discipline is that discipline policies and procedures should provide guidance and direction of acceptable behavior in order to develop a child's own sense of self-discipline and self- government.

Student self-government and a sense of purpose develop from application and accor ment, from consistent expectations in the School climate and culture, and from the habitual n the virtues. The aim of Nevada Classical Academy Elko is to teach students. "Student" derives f the Lau ord studēre, which means "to give attention to," "to take pains with," "to apply oneself to," to strive after, pursue," "to desire." Students, then, should be diligent in, attached to, and zealo r their studies. Sim יt, we expect students to live up to their name. The teachers of Nevada Cla Academy Elko work hard prepare their lessons. These lessons are designed to teach studer othing less than who they are an what the world offers them. Students must in turn take fullest adva e of these lectors and make the best use of this time in life given to preparing their minds for the opportunity and r enges that await them. All policies regarding student conduct and discipline flow from this gen ciple: students must fully engage themselves in the education Nevada Classical Academy Elko offers their

In The Schools We Need and Why We Don't Have the Physical Hirsch, Jr. says, Luction of truancy and misbehavior is just one advantage that accrues w re made rea learn. More positively, all su giving young children enabling knowledge is inhere ' motivati rates their natural eagerness to learn." The original Latin root for what we now called 'iscip" alludeo _____ne self-control, order and training needed to facilitate learn AE rules for behavior and consequences are in 'skill acquisit. accordance with NRS 386.585

The activity of learning r polite. Students are expected to adhere to res students be attentive a NCAE's high expectat for behavior a core virtues lest _____ zy compromise their own learning and interfere with the learn others isruptions will largely be handled in the e of the student. Whenever a student misbehaves repeatedly or classroom in a way suitable flagrantly, the nuences to infraction will be immediate, relevant, and effectual. Rather than allow misbehz in Tesic he classr teachers will send disruptive students to the office.

Stats' misbehavior will be used to teach" the class a lesson. At no time will a student's disciplinary read to be discussed with and regard an incident to discent the truth.

The goals 'iscipline at NC are:

- 2. To utilize need for discipline as a rich opportunity for students to learn about themselves and others, and to provide students with actual Character Education and life lessons.
- 3. To reinforce NCAE's commitment to treating all students with fairness, respect, and equality.
- 4. Develop self-discipline and self-government.
- 5. Embody the Virtues: Courage, Courtesy, Honesty, Perseverance, Self-Government and Service

ADMINISTRATION'S ROLE IN DISCIPLINE

The goal of any meeting between a student and the Administrator is that of a learning opportunity for the student in order to implement a positive change in behavior. The process will involve a discussion of the Pillars of Character. In most instances parents will be notified of the student's visit to the Administrator's office. The primary goal of the choice of consequences by the Administrator is to require the student to take responsibility for their actions.

The included goals of a parent conference with the Administrator are:

- 1. To exchange accurate information about the student.
- 2. To determine how the parent-school partnership can best work toget' to lead tudent to reform his/her behavior.

The Administrator will preserve the integrity of the disciplinary process at NCAE. By modeling the ht Pillars of Character Development and consistently treating studer and their families with res, and professionalism, the Administrator is an extremely valuable a accessible of a student's character development and education at NCAE. NCAE's goal is to create the order of the student's character where learning takes place.

TEACHER'S ROLE IN DISCIPLINE

Teachers will have the authority to implement clp. their classroom, t is consistent with the NCAE discipline goals. Teachers will utilize the Admin ation to the teacher whenever appropriate and most especially when disciplinary action by the teacher would the teac

NCAE'S STUDENT GUIDELI

Students will:

- 1. Be polite and at.
- 2. Attend school constant ' e on time, and take responsibility for making up any work promptly when absent fach student the responsibility for his own conduct. Each student will respect the the responsibility for his own conduct. Each student will respect the the responsibility for his own conduct.
- 3 Jow directio. 'hen they viven with a cheerful spirit of cooperation.

R

- Follow all reason request, use by adults on the premises with a positive attitude, and show respect for self, ot. faculty and staff, in the property. Each student is expected to cooperate with and respect the ling administrators, teachers, secretaries, custodians, security and any other school. Students are expected to communicate in an acceptable tone of voice of words.
- 5. Follo nchroe playground, fieldtrip, lab, and individual classroom rules. Each student is expected to follo ules when participating in school-related events.
- 6. Adhere to dress code.
- 7. Abide by the "Golden Rule" and the principles of the T.H.I.N.K. poster.
- 8. Not use threats, intimidation, or bullying against any other person
- 9. Respect the health and safety of others, safety rules, and not use tobacco, alcohol, or other illegal substances.
- 10. Be dismissed by the teacher, not the bell or the clock.

٬e.

11. Not leave school or the playground without signing out in the main office.

- 12. Not bringing anything to school that could be used to harm another or that is illegal.
- 13. Refrain from inappropriate, intimate behaviors on campus or at school related events & activities. Students are expected to show good taste and always conduct themselves respectfully in accordance with NCAE Student Protocols and the NCAE Honor Code. Inappropriate public displays of affection (PDA) should be avoided and will be corrected. This behavior will result in a parent meeting and possible suspension if inappropriate behavior continues after being warned. The expression of feelings of affection toward others is a personal concern between two individuals and of others surrounding them. Therefore, good taste and respect for others is the ground of appropriate behavior.

Students possess the right of privacy as well as freedom from unreasonable chance are as guaranteed by the Fourth Amendment of the U.S. Constitution. This individual right, however, is balance very the school's responsibility to protect the health, safety, and welfare of all its students of to ensure compliate vith school rules. School employees (usually administrators) may conduct search of property or persons where ye have reason to suspect that the health, safety, or welfare of students or the may be endangered.

NCAE is not responsible for loss, theft, or breakage of items ught to school. Restitution will be levied on parents for vandalism or theft committed by their students. Fine also be viewed for lost or damaged school property. Students may also be required to be involved in the maintee or repair of damaged property.

The activity of learning requires students to be rsessed, attentive, polite. Students are expected to adhere to the Code of Conduct and character P have agreed to. student does misbehave, the 'S a. consequences for the infraction will be immed e, releva effectual in evaluating consequences, teachers and Administrators will determine if the is a "fir neated" or a "habitual" offense in Aix. accordance with NCAE's "Restorative Discipline Plan" ailable on ... e school website. י (פכ Suspension is defined as either suspension school suspension as deemed appropriate by the principal. Suspensions for ch ns will res in multiple day suspensions. (Chronic disregard for .c Inn school rules or HDP, Habit Ascipline Pi em)

Suspended studies will not be the honor roll for that semester.

Any s' and who receive three or a disciplinary referrals in one quarter, may not be allowed to attend any field ups or extracurricula the tivities and discretion of the administration.

Teac will not use studen misbehaviors to "teach" the class a lesson, nor does a student's behavior affect his or nor ademic grade.

At no time v. stude disciplinary record be discussed with another student or parent or legal guardian. However, other the students may be consulted regarding an incident to discern truth through an investigation. NCAL estimes to educate all students who enter our school, expecting nothing less than the best from each one.

WHAT HAPPENS AFTER THREE DISCIPLINE OFFICE REFERRALS?

NCAE cannot and does not tolerate students who disrupt class. NCAE requires all students to be polite, attentive, and to understand and abide by the three "necessities" of the classroom: 1. let teachers teach; 2. let

others learn; 3. come to learn. Please make yourselves familiar with NCAE's policies concerning discipline and suspension. A removal/Required Parent Conference (RPC) is not a suspension. Removals and suspensions are excused absences in which the students are still responsible for all schoolwork.

NCAE HONOR CODE (ANTI-BULLYING POLICY)

Nevada Classical Academy Elko was founded to develop students in both mind and characte. The School's virtues are the guiding principles used to cultivate and nurture character: honor, respect vice, excellence and perseverance. Students are expected to conduct themselves honorable word and deed, to strive to live by the virtues, and to encourage others to do so as well. The Neva shall Academy Elko Honor Code is as follows:

Mission

To cultivate within students a lifelong pursuit of academic excellence, ous living, and civic onsibility through a classical, content-rich education in the students and sciences.

<u>Vision</u>

Nevada Classical Academy Elko will develop the academic portial and sonal character of students			
and fully prepare them to live responsible, indepent productive lives.			
NCAE is an open-enrollment, tuition-free, state			
which provides a him quality education for tents			
through a traditional so.			
and sciences. NCAE seeks t ster Incorning in an adents			
regardless of background cio-ecor in ability.			

Please refer to Appendix 1 for a f ation of the Code. Parents are expected to discuss the Honor Code with their stude uired to tu n the Parent Compact and Student Compact , and ar signature page at the begi ol year. We converge parents to escalate the depth of ng of each se discussion regarding th .onor code as t r student(s) manage(s). Students following the NCAE Honor Courage, courtesy, how persever need, and service will be conducting themselves in an appropriate manner and b 'tor volved in creams an environment of encouragement and edification. bullying (even after school hours) is prohibited against any student for Making threats bullying and c n or verbal expression, or physical or electronic act or gesture, or a any reaso ns any w chron' to coerce, intimidate, or cause any physical, mental, or emotional Actern thereo. t is inten is prohibition on school property, at school-sanctioned events, when students ha o any student. Bully school or a school-sanctioned event, and off-campus when it is reasonably ing transported to or h à. he that the bullying iduct may cause a substantial disruption in the educational mission of the fores school u erfere with the ty of other NCAE students to learn or be secure. NCAE will focus on promoting rirtuous ha delineated in The NCAE Honor Code in order to guide students in developing right actions a. coward one another. If a student mentions the NCAE school or any of its students, ⁺it⊭ nool business regardless of where or when the incident occurred. then it is a matter

Bullying is usually not:

- A single instance of social rejection
- A single instance of meanness or unkindness
- Unplanned actions of intimidation or hostility
- Shared arguments, conflicts, or flights

Acts of bullying must be reported to an administrator. Pursuant to the guidelines of the State Office of Safe and Respectful Schools, an investigation, notification to parents, and documentation will be completed.

BUS BEHAVIOR POLICY

For students who ride buses to and from school, the school day begins when they set foot come bus in the morning and ends when they step off the bus in the afternoon. NCAE's high expectation student behavior apply on the bus just as they do at school. Of NCAE's virtues, courtesy and so povernment are of special relevance to bus rides. Students are expected to practice these virtues and so precise and accountable for failing to do so. Students must show bus drivers the same respect as they a precise show their teachers.

NCAE has adopted the following procedure for disruptive bus behavi

The bus driver issues the student a Discipline Referral Form (a defined for the student is required to visit the Principal. The following actions will be take for dring the number of referrals. Referrals are cumulative throughout the school year.

- <u>First infraction</u>: The student sees the Principal and receives a verbarning. Parents must sign the Yellow Slip, which student must return the incipal.
- <u>Second infraction</u>: Student sees the Principanid calls Again, the now Slip must be signed by parents and returned by student to the cipal.
- Third infraction: Student's bus riding privileges standard for one week. Fourth

infraction: Student's bus g privil may be sunded indefinitely.

BUS SAFETY RULES

- Parents and drivers cor and designate re, convenient place where students are to stand as they wait for the b
- Sturie it until the scomes to a complete stop, the doors open, and the driver gives em the go-ai to appropriate aboard.
- always cross the street on front of a stopped bus and never behind it.
 - onts, students, and ers must take note of any particular dangers or difficulties presented by ific bus stops ar proceed accordingly.

• Stude. re not all ed to eat, drink, or get out of their seats while on the bus. • Parents are strongly as the bus stop for the first few days of school. • Parents must review these bus ehavior and safety rules with students, affirm the importance of these rules, and exhort students to take responsibility for their own behavior and safety.

CELL PHONE/ELECTRONIC DEVICES POLICY

Cell phones or electronic communication devices shall not be visible or audible while on school campus. Ear buds, headphones, and smart watches are expressly forbidden to be visible or in use on campus at all

times. They will be confiscated. Cell phones/communication devices may not be used during school hours, even during lunch times. This includes text messaging. Cell phones/communication devices will be confiscated if seen or heard at any time during the school day and a parent will be required to retrieve the cell phone from administration. NCAE is not responsible for lost cell phones, games, or other electronic devices. Due to safety concerns, NCAE does not take messages over the telephone for students. If you need to get a message to your child, you must come to the school with proper identification.

- If a student is seen with a cell phone or electronic device or the phone evice is heard, the phone/device will be taken, and the device will be given to a school ar instrator. It will be the student's responsibility to let their parent or guardian know that the device we be picked up by the parent/guardian from the school administrator/designee, one ao. trator/designee's convenience.
- A second offense will require a parent conference to regain possion of the phone/de.
- A third offense will result in suspension from school.

VALUABLES ON CAMPUS / ITEMS FROM HOME

It is not recommended that students or staff bring valuable. to the chool campus. NCAE cannot be responsible for damage to or loss of valuable items. Electronic game. NCAE. Toys, cards, games, and other play items found on campus may administration until the end of the school year.

CLOSED CAMPUS

NCAE is a closed campus. Students must remain on coopus + entire school day.

DELIVERY OF FOOD ITEMS

Fast food delivery is no' Jwed. Studer who forget the junches will be fed the school lunch at the parent's or guardian's expense

STUDENT NETWORK ACCE.

É POLICY

NCAE re nortance network and Internet access as a valuable resource in the education of todav' Juth. We also ped for supervision to protect our students. It is our goal to provide ngnize t Jervices in as safe a pvironme. ______ possible. It is understood that this access is a privilege, not a right, thr xpected to practice proper and ethical use of these systems. The use of these I students and staff a 6 is monitored and su ct to administrative review at any time and Network Access Agreements must SYSL v students prior 1 sing NCAE computers. It is intended that these resources will be used to pursue be sign. rt of research and education. NCAE does not assume responsibility for system intellectu tivities in su failures that 1 result ne loss of data.

USER ACCOUNTS

Access to the network requires the granting of a user account. No user accounts will be granted to K-8th grade students. Students are not allowed unsupervised access to or use of personal electronic mail resources.

"<u>NETIQUETTE</u>"

During supervised classroom activities on the network, such as "*Pen Pals Abroad*," students are expected to observe the same standards of behavior as they do in the classroom.

- Be polite and courteous
- Never reveal any personal information about yourself. This includes addresses, phone numbers, and credit card numbers.
- Do not reveal addresses or phone numbers of any other student or member of the staff.

NETWORK SECURITY

Periodically you may be allowed to access other networks and/or computer system. See are to be used for research purposes only. Do not make copies of copyrighted materials. Discontary activity will be taken for inappropriate usage.

ACADEMIC DISHONESTY

<u>Plagiarism</u>

Plagiarism will not be tolerated by any teacher in any subject. ____ents' progr____cademically only by receiving comments and corrections on work they turn in and by taking e corrections and corrections to heart in order to improve their performance. The entire system of assessme on the assumption that the work a student turns in is his own. Plagiarism compromises this system, is unsupport other students in the class who do their own work and constitutes a form of the f others' ideas and or. Plagiarism is defined as the appropriation of another's ideas or words in orce to the them as one's An instance of plagiarism can sing an au, r's words can also constitute be as long as a term paper, or as short as a sent plagiarism. The words of authors can only be used then prop nd cited. Teachers will provide the ~_ guidelines of acceptable citation. When in doubt, sture is the sponsibility to ask how an author should be used in an assignment Jeen caught plagiarizing, the following process will over a stude. be followed:

- 1. The teacher will be bed in the second of the student's description of the instance of plagiarism. These materials will be bed in the second of the second
- 2. The teacher will in the incipal or designee of plagiarism.
- 3. Either the teacher or the signee will inform the student's parents of the plagiarism.
- 4. T receive a n the assignment if it is the first offense.
- 5 or a second concept, the sound will fail the assignment, and further disciplinary action, to include suspension or exponent, may boottituted..

<u>Che</u>

Like pice ism, cheating will be tolerated by any teacher in any subject. Cheating occurs when a student uses some else's work of prohibited source of information in order to gain an unfair advantage on a test or an assign. If and the old doing his own work. Cheating comes in many forms. One student copying off another, a stude of the a "cheat sheet" to answer questions on a test, and a student trying to pass off another student's work as a sown are examples of cheating. Whenever a teacher suspects two students of cheating, he should confront the students individually before speaking to them together. Otherwise, the same process outlined for plagiarism should be followed for instances of cheating. A student who allows others to copy his work will also be held accountable in the same fashion.

PLACING NAMES AND HEADINGS ON ASSIGNMENTS POLICY

Nevada Classical Academy Elko endeavors to teach life skills as well as academics. Accountability and responsibility are not only life skills that need to be instilled at an early age but are also part of our Eight Pillars.

To ensure effective and efficient operations of each grade level and to provide the best possible learning environment for our students, NCAE expects their students (grades 3-8) to adhere to the standards as outlined in this policy.

- 1. First quarter will be a grace period. Students will not be penalized if they fore or put their name on their paper(s).
- 2. Second quarter through the fourth quarter their grade will be automation, pered by 25% if their name and/or headings are missing from formative assignments, assession, its, and pework.
- 3. Students will be given the opportunity to find their own no names paper but until summe, a grade of "M" will be entered in the grade book until the students have d the opportunity their own paper from the stack of no named papers.
- 4. No make-up work will be allowed.

SUSPENSION (In alignment with AB285 – 2023 – 82nd Session).

UPDATE PER CHANGES TO NRS 2024-2025 The principal or an ao. remove students as needed for safety concerns or investigatory pu. (RPC). An RPC removal is an administrative-a for absence, and the ident is still held responsible to make-up all missed classwork and homework. All PC . Suspension and mited to two (2) school days.

The principal or an administrative designee also have e author the student suspension as appropriate. A student suspension is an administrative-approvement of the student is the responsibility of the student to make up all classwork compension.

In general, a student suspection in align that the CAE Progressive Discipline Plan, NRS. 392.466, and AB285 (2023) cannot be chealed.

A suspension term may '1) to 🖊 n the severity of the infraction. All suspensions will or conference (an RPC). For suspensions of (2) more consecutive days and require a parent-student-a ic -consecutive days in a school year, a student discipline plan will be created for suspensionant (5) or more during th hased on torative justice. The student discipline plan (and its communication to paren' ardian) will u within . vs after the 1st day of suspension and before the student is readmitted . The Administrate by require parents to attend a half or full day of class with the student upon to ٦.

For stucies 5-10 years old, AE offers as plan to assist students removed (RPC or suspended) for 3 or more days that budes: (1) and cion to provide such services in an in-person setting; (2) the location of such services; and a plan the pupil to complete certain assignments. All students regardless of age will be allowed the opport to access make-up work for all RPC and suspension days.

Suspensions of 1-2 days may <u>not</u> be appealed; suspensions [significant suspensions] of 3-10 days <u>and</u> suspensions pending expulsion may be appealed. Upon significant suspensions and suspensions pending expulsion, NCAE will provide a written notice of policy for appealing a significant suspension or expulsion. If parents and/or guardians indicate an intention to appeal, the Board (or its designee) will have three (3) school days to schedule and hold an appeal hearing in alignment with due process.

The appeal process for suspensions [significant suspensions] of 3-10 days will include an internal, school-based team:

*The principal (the BOD's designee) will have the final decision on all suspensions [significant suspensions] of 3-10 days that are NOT recommendations for expulsion.

* The NCAE BODs will have the final decision on all suspensions [significant suspensions] of 3-10 days that are recommendations for expulsion.

The process hierarchy is:

- 1) Principal
- 2) NCAE Governing Board (for significant suspensions with a recommendation of voulsion) -- FINAL

The principal will determine the "least restrictive environment" while awaiting appeal base the evidence, severity of the action, and safety of the school campus, determining if student poses "a s is threat to the safety of the school."

Students can be suspended for the following reasons:

- Continual, willful disobedience or open and persistent de e of er authority
- Willful destruction or defacing of school property.
- Behavior on or off school property which is detrimental to the pre or safety of other students or of school personnel.
- Serious violations in a school building or sch. perty
- Repeated interference with a school's abine to provide the students.
- Making verbal or physical threats, or for usinflamm y y y ual, profane, or invective speech
- Other grounds related to student behavior.

EXPULSION

Student expulsion in alignent with the AE Progressive Scipline Plan, NRS 392.466, and AB285 (2023) may be appealed.

The following offenses are involved limited or permanent expulsion dependent on the age of the student at the date of the involvent:

Pursu lo NRS 392.4c

Battery

- Pattery on a school e loyee intended to result intended physical harm
- 3. session of a firea or dangerous weapon
- 4. Sa. distribution controlled substance
 - 1 tics ar .escription medications
 - Mai .d Alcohol
- 5. Status as a habitual discipline problem

In addition, expulsion may be recommended for battery on a student with substantial bodily harm. NCAE recognizes NRS 392 and AB 521 which define permanent removal (Expulsion) of a student from an enrolled school for inappropriate conduct. In these incidences, the NCAE administration will place a student on [Significant] Suspension Pending Expulsion. The NCAE administration cannot expel a student but may only make a recommendation to the Governing Board. The Governing Board has the sole power to expel a student from NCAE and shall hear all recommendations for Expulsion that are upheld at the school-level.

All students will be afforded due process as well as related school-level and Governing Board appeals. At the school-level, a Manifestation Determination will be held for all Special Education and Sec. 504 students to determine if the incident behavior is related to the disability as defined in the IEP or 50⁴ cuments. If found to be related, further discipline will stop, and the incident will be reevaluated by the second all programs' facilitator for appropriate consequences. If found to be unrelated, then the regular second process will be implemented.

The expulsion and appeals process begin with an investigation and, if evi ce supports, a reco. ndation for Expulsion by principal or designee. The principal or designee will *r* with the parent/guardic provide evidence and rationale, and parent/guardian will be allowed to ag or disagree with the recommend n for Expulsion. If the parent/guardian disagrees with the recomme .ion, the only hool-level appeal is with the school's Principal. The Principal reviews the incident and ev. re to deter e if the recommendation has merit. If the recommendation has merit, the Principal will upho mendation, and parent/guardian e rer will again be allowed to agree or disagree with the recommendation chool-level.

If the parent/guardian disagrees with the red andation of the proal at the school-level, then the expulsion and appeals process continue at the ard-level. The b retains full power to uphold, en modify, or deny a recommendation for Expulsion may sur, recomme vation of the board designee. The governing board quorum has final power to requence(s) for students. The final ermine 🏌 decision of a majority vote of the board quorum is in ind no furce in appeals will be granted. 'ocab

<u> QN:</u>

BODS PROCEDURES FOR STUP

Student Discipline Hear s brought be the Govern expulsion, and expuls of students with conducted unc

the Govern Board regarding significant suspensions, limited conducted uno the following procedural rules:

Public Portion of the Hearn

The meet source is an ope peting with public comment to allow any affected parties to make public comment. The Presion of the Be or a Board member designee selected by the President will chair the meeting. A quorum of Be member ast be present to conduct the meeting. Board members may appear deo conferencing.

Closec ion of the Hearin

After public ment considered, the Board will enter a closed session. The only parties allowed to attend the closed session of the epresentative or representatives of the school administration, the student considered for expulsion (the sject student"), the subject student's parents and/or legal guardians, and any attorneys for the subject student and the Board.

During the closed session, the administration, based on its investigation, will present its findings of fact and conclusions and recommendations to the board. The subject student and the subject student's parents and/or legal guardians will have an opportunity to respond. The board may ask questions of the school, the subject student, or the subject student's parents; but the subject student, the subject student's parents, or the

administration may not ask questions of each other. All questions and comments are to be directed to the board. The chair may decide how many times each party may speak, but the subject student and the subject student's parents and/or legal guardians will have the final chance to present his or her position.

Board Deliberations

After hearing both sides, the Board will deliberate in private. Counsel for the board more e present during deliberations. During deliberations, the board will consider whether to accept the indings of fact and recommendation of expulsion of the administration. If the Board rejects the recommon dation of expulsion, the Board may impose any discipline it considers appropriate. Any decision the some to, including expulsion, requires the approval of the majority of Board members present.

During deliberations, the administration, the subject student, and his or her parents and, egal guardians must be available to answer any further questions the Board may have. Parties must be present of the Board calls either party back in for further questioning.

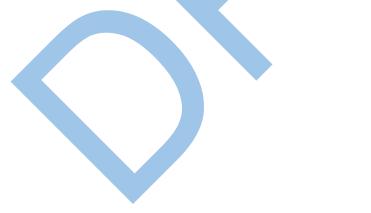
Conclusion of the Meeting

When deliberations conclude, the Board will reconvene. The eside or the President's designee will announce that decision has been made, but not announce that a written decision will be forthcoming. The Board will then conclude with public comment and a rn.

Written Decision

Within three (3) business days, the President or the 'esignee' construction of the Principal that includes the findings and decision of the Board. The Prince 'will asmit the atter to the parents of the subject student. The decision of the board of the board of the subject of the subject of the board of

All documents that the cles present the board are been e shared with the other party. Pursuant to FERPA, any documents the set of parents receive a full copy of the set of the



SECTION VII-PICK-UP AND DROP-OFF

**PLEASE KNOW THAT THESE PROCEDURES ARE DESIGNED

FOR YOUR CHILD'S SAFETY AND SECURITY**

NCAE DROP-OFF AND PICK-UP PROCEDURES

In an effort to create a safe, orderly, and time efficient process for our drop-off and pick-up, volunteers and staff will supervise the drop-off & pick-up areas. (Please follow signs and directions given by NCAE staff members or volunteers.)

Drop-off

Grades K-8 students will be able to enter the campus at 7:45 a.m. Carline management of announced through an all-school intercom communication. These K-8 students will be supposed by an end staff.

NEVER LEAVE STUDENTS UNATTENDED ON CAMPUS.

Pick-Up

Time is precious, and teachers will teach to the end of the *c* on order to provide a full day's instruction. Dismissal begins 3:00 p.m. for grades K-6.

PLEASE BE ON TIME FOR PICK-UP

 No after-school care is provided for unless studentsare part. ting in a school-sponsored activity. Parents will be required to meet with the cipal if a student is cipically picked up late. Parents are encouraged to have alternative transportio. the student is cipically picked up late. Parents are 3:20 p.m.

PICKING UP YOUR CHILD EARLY

Students leaving early disruptive encodes. Please respect the fact that all students deserve quality instruction with minimal discriminations by respect the fact that all students deserve quality bicking studes up early unless it is absolutely necessary. Students will not be released early avoid carline

In order for a student to a school and the school shows in the school office. To minimize classro with a school designated emp. A school appointed volunteer.

In the Int that you .d by 10:00 a.m. Pi schedule ur doctor, dentist, or any other appointments before or after school rec ents will not be permitted to be picked up before the end of the school day if L a scheduled day off. e has not been not i in writing that the student has an appointment. Notes will not be accepted the after 🔟 a.m. Please knc our goal is to maximize valuable instruction time throughout the day. NOTE: still responsible for any work due upon their return. Proof of the medical Students leave early om your medical professional. It is something they are used to providing for appointmen equire .cted after the appointment. schools. It may

If a parent or guardian comes to the office to pick up a student before the end of that student's school day and the office has not been notified of an appointment, those seeking to pick up the student will be asked to wait until students are released.

Planned absences will be excused only if arrangements are made at least a week in advance with the teacher(s) and the principal. The decision to excuse the absence will be made by the principal. When the absence is

planned, all work will be expected to be completed and turned in the same day the student returns to school. Please complete a "Pre-Arranged Absence Notice" (See Make-up Work Policy).

SCHOOL-SPONSORED ACTIVITIES

School-sponsored on-campus activities require a teacher or sponsor to be responsible for the students. Therefore, all students participating in on-campus activities will be released only to their on parents by the teacher or administrator. A parent will not be allowed to give rides to children who are the aneir own.

If the school event is off-site, the student will exclusively use the transportation by the school <u>to and</u> from the event.

Parents will pick up their child at NCAE within fifteen minutes of the end he event.

STUDENT CHECK-OUT FROM AFTER SCHOOL ACTIVITIES

Students may NOT be taken away from events unless parents/g instants signed them out with a teacher or sponsor. In the event that the parent/guardian is authorizing an arent to take his/her student at the completion of an activity, written notification must be given to the teacher the activity or event with their own parents prior written authorized arent to take his/her student at the sponsor.

Parents and students that are not participating in the heduled and event or activity are not allowed to be in the building or on school property after 3:20 p

SECTION VIII-

GOVERNING BOARD AND ITS PRINCIPAL

NCAE is governed by its Governing Board. The Governing Board has entered into a Charter eement with the Nevada State Public Charter School Authority, through its relationship with NCAE Educ .1 Legacy, as well as an agreement with the Hillsdale College Barney Charter School Initiative (BSCI) continuously provide support with the implementation of their successful Classical Education program overning body of the school, the Governing Board is responsible for overseeing the effective, faith f the mission and .xecul. adherence to the approved Charter Application and Charter Agreement, ate Charter ol Operations Manual and BSCI contract and direction. Governing Board members odel the 8 Pillars haracter as described in Section II and throughout this handbook.

The Governing Board will hire, supervise, and evaluate the Prince al, and those coles will be a single position hereafter defined as Principal.

The implementation of policies and procedures and daily operation. Ing the direction and supervision of employees, is the sole responsibility of the Principal. The Governing Bu meets regularly to discuss, act upon, and monitor progress on school goals, duties of prnance, and all oth quired duties as set forth by the 🛨 er Authority, 🦷 Nevada Department of Education, the State ۱**۵**۰. da Revised Statutes, Nevada Administrative Code, and other governmental a cies. d establishe dw policies and reviews and changes existing policies as needed. Requests, con may be offered by parents, students, ns, and ir and teachers during the scheduled community conents * at the d meetings. All spoken comments should be presented in writing to " meeting coord order for them to be accurately reflected in the 4 board minutes.

Regular Board meetings generally hele NCAE, on the h Tuesday of the month starting at 5:30pm, unless posted otherwise. A' eetings are c i to the public ind your attendance is not only welcome, but encouraged. Meeting at 'as are p is at least 3 business days in advance at ______ (main office) as prescribed. Ne is Revised Statutes. The lengthy documents regarding the curriculum and operation of the school are on website and are available in the office for perusal.

Specif[;] , the Gover. Board w to hire and evaluate a Principal with the power to a) provide oversight, and management of the school; b) oversee budgeting and spending, ع, direction, and ر Il leader plə' nunity outreach, char idelity, compliance with applicable laws and regulations, and development to $\langle \cdot \rangle$ the mission; c) ser as an ambassadors for the school by clearly protecting and articulating the SUL schoo. ssion and by garn ng support of the community; d) provide input and feedback to employees on ncerns (e.g. school culture, discipline policy, student recruitment, etc.); e) and campus-s ic issues and serve as the ance c ct for parent and staff concerns that are unable to be resolved by his subordinates.

The Governing Box of ultimately responsible for the academic, financial, legal, and operational performance of the school. The Governing Board places responsibility for implementing its policies on the Principal, but the Governing Board remains accountable.

PRINCIPAL AS ACADEMIC LEADER

The Principal is also the academic leader of NCAE. The Principal is accountable to the Governing Board of the school as the authority in charge of (1) implementing the mission and philosophy of the school, (2) maintaining the academic integrity of the school, (3) managing the school and faculty, and (4) supervising the students.

The educational leadership roles are the principal of the school with a philosophic anderstanding of classical/liberal education; b) the principal implements curriculum as defined by classical-liberal arts tradition; c) The principal makes final decisions on curriculum in consultation with sdale College's *Barney Charter School Initiative*; d) The principal, while chiefly the academic leader responsible for the discipline, staff selection, moral culture, and financial priorities of the school and e) supervises and evaluates school/site-based administrators, including assistant principals.

EDUCATION

- a. Our educational philosophy and vision challenges students to excel in a demics and moral discipline through time-tested instructional methods in readine bath, and source, as well as an account of history based on primary source documents. The Acade. aim is develop the academic potential and personal character of each of its students.
- b. Student services and special education provide services for ents with academic and behavioral needs. Interventions utilized to achie CAE's expectations targeted and specific to each individual.
- c. Latin is a key element of our classical a pric me tin is introduced in the upper elementary grades.
- d. Students will be academically on track to pu p mu' e post-sec. dary options. Students who do not intend to attend college view by be welcon AE.
- e. Literacy is taught the second licit phonic program. Math curriculum is concept-based, while simultaneously estroning math ts.
- f. Standardized te to not drive o Lurriculum.

TEACHERS

Teachers are the heart of the pol. Without dedicated, competent teachers, the best educational practices will never the second bion in the pssroom. NCAE's teachers are expected to implement NCAE's academic mission in the classroom the teachers is in charge. Outside of the classroom, teachers receive professional guide e with respect to second bion in the pseudo bion objectives from the Governing Board through the Principal.

Teachare professional. Prosisionalism refers to conducting oneself with the dignity and *gravitas* that befit the accordination of learning. Provisionalism among teachers also entails continued studies both in one's area of expertise in the liberal and sciences generally. Every teacher should be the master of his own academic discipline and the according. As such, an experienced teacher should be able to convey the best methods of teachard ubject to junior members of the profession.

Teachers have different styles of teaching. Socrates asked questions. Aristotle delivered lectures. The teacher's style sets the intellectual tone for the class. Teachers may enlist parental support. Indeed, teachers are encouraged to incorporate volunteer efforts in the classroom. Nonetheless, teachers have the ultimate responsibility over the direction and scope of the class. All teachers accept the responsibility for teaching the entire curriculum, both content and skills, in a way congenial to the school's philosophy.

- a. The school employs teachers based on their mastery of academic discipline, their ability to convey knowledge to young people, their capacity to maintain order and decorum in the classroom and having outstanding character and integrity, which provides an excellent role model. Licensure is a condition of employment.
- b. NCAE teachers are treated as professionals. Their professional development includes extensive training prior to the start of the school year, to be coordinated by the Principal.

Pursuant to NRS 391.097, parents/guardians may request information regarding the pressional qualifications of their child's teachers.

PARENTS

At NCAE, parents are an important part of the educational effort. Parent poport of the school ademic and moral mission is essential. Parents are encouraged to learn more about the school's philosophy and rriculum in order to help support and guide their students. Parents are expected to:

- a. Model good character
- b. Help their children develop effective study skills
- c. Oversee regular reading and writing and mathematics skill deven pent
- d. Stimulate discussion and exploration of i and events with studies and
- e. Support the school goals through fan tric, the Handbook Charter, through homework review, getting children to school on e, and high explorations and aspirations that contribute positively to the student's succe
- f. NCAE classrooms are open for observation be prmined of the techners' immediate supervisor.

STUDENTS

Student self-esteem and conging devel from practice accomplishment, from consistent expectations in the school climate and ture, and from chicking good chick acter and citizenship.

.cs. "Student" derives from the Latin word studére, which means "to give The aim of NCAE is to tea "to apply oneself to," "to strive after," "to pursue," "to desire." Students, attention to" "to take pains then, are ached to d zealous for their studies. We simply expect students to live up to their name e teachers u AE will hard to prepare their lessons. These lessons are designed to teach s nothing less the the they and what the world offers them. Students must in turn take full str make the best use of this time of their lives given to preparing their minds for ۵. tage of these lessons prtunities and challe s that await them. All policies regarding student conduct and discipline flow the from t neral principle: S ents must fully engage themselves in the education NCAE offers them.

Students are cted tr

- a. Be polite attentive in class and have a strong work ethic and willingness to learn. (See Student Engagement Protocols listed above)
- b. Embody the Four Classical Virtues: Temperance, Courage, Justice, Prudence, and the Eight Pillars of Character: Citizenship, Cooperation, Courage, Honesty, Integrity, Perseverance, Respect, and Responsibility.

COMMUNITY INVOLVEMENT

We have received much support from individuals and businesses within our local community. Community relations will continue to be important to us, and we are all good-will ambassadors for NCAE. We hope to create partnerships with local businesses and pursue grant opportunities. Any information or expertise staff or parents can offer in this area is greatly appreciated. NCAE may recruit individuals from the community to provide supplementary educational experiences for the students.

PARENT COMMUNICATION WITH ADMINISTRATION AND STAFF

Nevada Classical Academy Elko values the conversation that takes place between parents and teachers about the education of children. Nonetheless, this conversation must follow certrain guidelines in one on be fruitful and to allow teachers to devote themselves to their classes during the day. Parents may use of the following ways to contact or communicate with staff

- Scheduled face-to-face meeting
- Scheduled phone call
- Message (with the front office)
- Voice Mail
- Email (provided in weekly classroom news

Nevada Classical Academy Elko employees will not social me municate with parents or students about student specific issues.

During the school day and bot before an rer school, teachers have their minds on innen. teaching or impending mer s and extr ricular acti s. Parents should schedule in advance a phone call or meeting with a t ier rather that y to communi through an impromptu "five-minute" chat. Parents who are in the should not use their access to faculty to circumvent the 'ding for and normal means of contact. teac! unless that ... clearly invites such a conversation. This policy applies to parents who are the ves teachers or other employees at the School.

Nevado ssical Acado Flko teado and staff will respond to parents as quickly as possible. In general, paro should expect to from a corr or from the administration within twenty-four hours of octing the School, barrinov eekends and holidays. While a teacher's schedule may not permit an actual med within that time, the acher will attempt to make contact in some way.

SECTION IX-NCAE IS A CHARTER SCHOOL

CHARTER SCHOOLS ARE:

- Publicly funded schools of choice. NCAE is a public charter school in Elko and is autilized by the State ? Public Charter School Authority (SPCSA). NCAE is funded on a per pupil basis. The s one official count days that occurs in the school year. It is very important that students are ounted for during this period of time, as specified by the state.
- Usually established by a group of founders. NCAE's Founding Commi rised of Elko area ? was u community members who were interested in a quality classical libe. , arts educa for students in Elko. The lack of availability for students in the community to ac this education be the driving force in the decision to pursue a charter application.
- Authorized in the state of Nevada. The State of Nevada is E's authorizing agent. The Ne State Public Charter School Authority oversees and supports *t* rforts and est blishment of NCAE.
- 'y a Governi Site-based managed. The governance of NCAE is direc Sard. ?
- Highly accountable to their students, parents, and comp i<u>es.</u> O' ? mool administration reviews our Charter Document and contract to ensure our complian ses the Governing Board on said compliance, reviews student test data, administers required pa and teacher surveys, and aids in the maintenance of accountability.
- ? Focused on one specific philosophy. Ev chool has its ov ission and philosophy. NCAE's L. mission and philosophy are described preusly.
- Created for a very defined purpose. NC desires tr all students who enter our school, ? expecting nothing less than the best from ea one.
- <u> 'ish to make a</u> ç; For parents and students <u>educational choice</u>. Those students who thrive at ? NCAE are the ones w d and who parents understand the effort necessary to attain a classical education reement with the mission, philosophy, and policies ents and lents not in of the school ma ot be able to ed policies of the school. In such cases, a different here to the 🔪 educational of ctunity may br ore appropriate the parent and the student.

BENEFITS OF ATTENDING

ť

JICAL CHARTER JCAOOL

C

Charter sr penden ic schools of choice. They are not accountable to the local district's School Board are instea oducts 🔪 specialized Board that prescribes a specific style and structure of ed onal delivery and sophy. I. NCAE is a public charter school with a specialized Governing Board promotes Hillsdale Co. 's definition of a Classical model of education. This model focuses on content, v, and culture and is e foundation of the mission of NCAE. This does not mean that NCAE is free to peu e education of dren without oversight; specifically, NCAE must comply with educational exerci and federal laws and ensure all Nevada Revised Statutes and the Nevada standaro defined by 👔 Administrat nde is fo ed with integrity and fidelity.

Charter schools a mided by public dollars and are dependent upon enrollment to remain open. For that reason, charter schools are more open to shareholders' input as the education is more localized and connected to an educational philosophy. In short, NCAE is a school of choice not based on local addresses but on the school's philosophy and values. Attending NCAE is a choice that families make based on their personal educational philosophy and values. It empowers families to make decisions for their children.

NCAE incorporates a rigorous course of study that exceeds the requirements of the State and the local district's School Board; moreover, the standards of behavior are stricter to ensure a safe and a respectful learning environment. This environment ensures teachers can teach and students can learn.

SECTION X-

STANDARDIZED TESTS

The State of Nevada requires certain tests to assess student progress and to demonst, proficiency for graduation. With our rigorous curriculum and knowledge of State Stands, all NCAE stude, will have the opportunity to gain the tools to be successful in state required te g. The SBAC test scores present an individual student's progress as well as serve as part of the schemannual review which contribute to the State Report Card.

Elementary and Middle-School Students (3rd-8th)

The Smarter Balanced Assessments are Nevada's computer-based and referenced tests (CRTs) in English Language Arts (ELA) and Math for grades 3-8. The Science CRT, also computer-based, is given to grades 5 and 8.

GRADING POLICY

The grading scale as defined above is utilized for all lorgarten through fifth grade, dents ex where the scale will reflect Beginning (B), Intermedia (I), P Lient (P), w. stery (M) in specific skill sets. Incompletes will only be given un ial circumsta nd must be approved by the Principal. Parents and students should be regul Inform f the stude. progress and should access the PowerSchool Parent Portal regularly for ion and con tion. .swork infor

Grading is not the be- d end-all still grades are a useful tool to evaluate the extent to which a student has mastered strict skill or count refere, in 6th grade and up, letter grades will be assigned in all subjects. NCF. Assign grades in order to reflect accurately the range between true mastery and insufficient ledge of a sect. Grade inflation will be discouraged. In this scheme, the following letter grades letter master are a useful tool to evaluate the extent to which assigned in all subjects. NCF.

A – Mastery B – Proficiency – Sufficiency (Compance) D – Insufficiency F – Failing

In addition bese gener parameters, we will be using a 4.0 grading scale. The letter and numerical grades for this system. Lister pow:

А	94-100%	4.0	С	74-76	2.0
A-	90-93%	3.7	C-	70-73	1.7
B+	87-89	3.3	D+	67-69	1.3

В	84-86	3.0	D	64-66	1.0
B-	80-83	2.7	D-	60-63	0.7
C+	77-79	2.3	F	0-59	0.0

. Parents and students should always be informed of the student's progress. To be in go cademic standing, the student must maintain a 2.0 GPA.

Grading is not the be-all and end-all of education. If anything, some students provide consisting on grades than their teachers do. The grade a student receives in a class is subordinate to the knowled one student acquires. Still, grades are a useful tool to evaluate the extent to which a scorent has mastered on ticular subject. Therefore, grades will be assigned in all classes and subjects and will assign grades in or the accurately reflect the range between true mastery and insufficient powledge of a subject, as well as completion of assigned work.

Grade inflation will be discouraged. In relation to the student's perhave these meanings:

- A Mastery
- **B** Proficiency
- C Sufficiency (Competence)
- D Insufficiency
- F Failing

SEMESTER GRADE CC

SITION (GRA 7 9)

For 7th and 8th grades, the ser grade composition is as follows: An example of a minor graded item is a weekly

quiz.			
	Seme	Grade C osition	Grades 7-8
		nal Exam	10%
	M٦	Graded Items	40%
	.nor Graded Items		40%
	Теа	acher Discretion	10%

ADJUSTED GPA

A decision regarding weighted grades will be made by the Principal and Governing Board.

the following letter grades

EDUCATIONAL PRIORITIES

The Board desires that all students receive a classical liberal arts and science education. To this end the Board has determined the following educational priorities.

- Basic cognitive skills and academic fundamentals: reading/writing/mathematics;
- Core subjects: English language and literature; history, geography, and government .ysical and biological sciences; mathematics;
- Other classical subjects: music; art; Latin;
- Auxiliary subjects: foreign languages, physical education, performing arts, other social ces; and
- Extracurricular activities as defined by the Principal.

<u>Note</u>: The School receives detailed curricular guidance for the end K-12 Scope and Sequence from the Barney Charter School Initiative (BCSI). Changes to the curricular will not be not by the Principal without first thoroughly coordinating those changes with BCSI.

<u>K-8</u>: The K-8 curriculum will follow the Core Knowledge Sequence. Occa. Ily, the School will diverge from the Core Knowledge Sequence in order to standards in teach particular skill or subject. The Board and Principal will determine these instances. So signal will ensure at all skill areas in the K-8 Core Knowledge Sequence are taught at some ont in grace.

Teachers must develop their courses under the direct of ool learning leaders and administrators, who will coordinate with the Princip e chief aca is cleader and accountable to the Board.

HOMEWORK AND CLASS

Homework is a fundament part of the program. It prepares students for high school and college and for entry into the work world upon graduation. It also helps develop a strong work ethic and personal organizational skills.

- I einforce sk nd conce in class fo develop study in and hat
 - To practice skills and owledge in ways that are not readily accomplished in the classroom To inform parents of the strange to the strange to

In addition regular class of assignments, we would like each young child to read, or be read to, at least three times the each of erably every day. As cited in *A Nation at Risk*, "the single most important factor for determining we have only one of the erably every day. As cited in *A Nation at Risk*, "the single most important factor for goal for everyone of occoming a life-long learner should be if one hopes to remain competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good student and the first step to being able to explore the world. By reading to your child, you encourage your child's growth and strengthen family ties. By making sure your child is reading at home you are directly contributing to his education. By reading in front of your children, you model good habits and reinforce your expectations.

Instruction is expected to take place in the classroom and homework will serve as a means of reinforcing

material already learned. Time spent on homework may vary depending on the work assigned on a given day, the schedule, the student's organizational skills and study habits, and the nature of the assignments. Students are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time.

For poor or incomplete work, teachers may require students to redo an assignment. W ther such work is given any credit is left to the discretion of the teacher.

Homework is an essential part of education. Most class time should be spent or cruction and dialogue. Homework is reserved mainly for reading and meaningful independent activitie ovide for practice of content learned in class, preparation for upcoming lessons, or work on longts such as essays, , assign reports, presentations, etc. Students at NCAE will be assigned homework on a sigular basis. n integral part of the school program and aids students in advancing their studies. W k parents to help nunicate to students the importance of establishing a silent and distraction-free onment, free from intruof family members and media for completing all homework.

Students are expected to complete the homework assigned 2 ected to monitor their child's arents are homework activity. All assignments must be turned in on time. H. edity Je given for assignments that are one day late. No credit will be given for work turned in more than c ate. Most importantly, the learning process will be hindered when homework is not turned in on time a consistent basis. Homework will always be expected to be completed and turned n if no credit is give. Parents will be required to meet with the teach olor if a studen physistently failing to complete JIL. assigned homework.

HOMEWORK AND CLASSWORK

Homework is a fundamenta	ll pa	heral acade.	program. It prepares students for high school
and college and for entry in	e workin،	orld upon g	ation. It also helps develop a strong work
ethic and habits of orgar	on. Homewo،	immediate	cational purpose is:

• to reinforce skills ' concepts - 'oarneu in class;

- to develop good skillss of study;
- - to work on assignme. such as the writing of papers, and prepare for exams that require a great deal of sustained, individ attention;
- to pare for the following day's work so that the most can be made of class time; and to
- inform $_{\rm P}$ ts of w^k , being taught in the classroom.

The expected ework time allotment for each grade is as follows:

Kindergarten 10 minutes plus family reading time

- Grade 1 10 minutes plus family reading time
- Grade 2 20 minutes plus reading time

Grade 3 30 minutes plus reading time Grade 4 40 minutes plus reading time Grade 5 50 minutes plus reading time Grade 6 60 minutes plus reading time Grade 7 70 minutes plus reading time Grade 8 80 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work *z* inec. given day, the schedule, the student's organizational skills and study habits, the varying abili of the stu s, and the nature of the assignments. Students are expected to learn how to use the time effectively to plete the required work at each grade level. Parents are expected to support the Ildren in this endeavo anced or honors classes may require additional homework time. It is gene nd , understood that writing pap. studying for exams take more time than regular classroom assig Ints. For that hason, the end of a term does result in increased homework load. Nonetheless, teacher " make ever fort to give assignments well in advance, and students will be encouraged to work on thos ver Anments steadily, so that students are able to manage their homework along with other activit J adequate sleep.

Teachers may require students to redo poorly de complete work. When is such work is given any credit is left to the discretion of the teacher. Students are and to complete work.

MAKE-UP WORK

It is the responsibility of the st ke up miss asswork and homework after any absence, planned. or due to illness, within 1 es. Studer should visit the NCAE website to access individual ek of ab. cher directly. Students or parents/ guardians are teacher's assignments ar ue dates or et with the allowed three school d/or classwork upon returning from an excused s to request r ling homework dont's absence will be allowed for the assignments to be absence. A calendar w fter the r completed and submitteo. During periods of unexcused .ce, homework will not be provided for the student and therefore no credit will be giv Missed work due to absence must be completed and submitted within 1 d assignn week of , absence.

r to Attendance Polici r additional information.

An accesse on the due date of a major assignment (essay, lab report, etc.) or exam may not extend the due date of the ssignment. The ordent should expect to submit the work and/or make-up the exam on the day of his or her the state of the

REPORTING STUDENT PROGRESS

For students to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their student's academic progress:

- 1. If a student is determined to be significantly below grade-level in any subject, a meeting will be scheduled with a parent, the teacher, and school Counselor.
- 2. Quarterly and semester report cards will be mailed or sent home with students.
- 3. Parents will have the ability to review student progress via the parent portal in Infinite Campus.
- 4. Parents may request a Progress Report be hand-carried by students weekly, provided a formal parent/teacher conference has been held.

Grades will be posted within 7 school days after the due date unless otherwise notifies of the teacher on the syllabus. Missing assignments can be monitored by parents on Infinite Campus. For the teacher if there is no assignment/grade information for a particular action be biect or course.

Report Cards:

Student report cards are completed at the end of each quarter and giver students to take ho Final report cards will be available for pick-up in the NCAE office by June 15th. R cards not picked up by deadline will be mailed.

Mid-Quarter Reports:

Progress reports are sent home to students with a "C-" grade or it in ar oject.

Academic Requirements to Play Sports:

Students must obtain a grade point average of a ast.

the immediate, ding semester.

Prerequisites:

Prerequisites are listed in the cover chalog to help of as and parents make the best educational decision possible. Students must meet case registratic orden a course. Both semesters of the prerequisite course must be successful completed reregistratic orden adjustments will be made automatically should prerequisites not met.

Fees:

Course fees are charged for ctive classes where students complete special projects to be taken home and/or for costs associated w he course. These course fees cover the cost of the materials. There may be families x 🖳 the necessary items or pay the course fee for their student. This will not to purch preve child's enron If the circumstances are such that alternatives to immediate payment t in any 🔪 of ' must be considere lease con your child's counselor so the school and parent can work together d schedule changes are not eligible for a fee refund. resolution. Student iniv

\$10 Aı. 'Fee

All PE Cla. Lock Rental (Refundable)*

\$25 Annual Fee

MS Art (Supplies Fe MS General Music (Production-Related Costs) MS Dance (Uniform Fee) MS PE (Uniform Fee)

\$40 Annual Fee

MS – HS Girls Choir (Production-Related Costs)*** MS – HS Boys Choir (Production-Related Costs)*** ***In Music Programs, parents/guardians are responsible for additional costs associated with competitions and performances.

*In PE classes, parents/guardians may be responsible for additional cost associated with school provided combination locks for PE lockers (refundable).

PROMOTION AND RETENTION POLICY

1. Kindergarten

Students generally spend one year in kindergarten and are promoted to first group end of the year. In some instances, individual students may benefit from a second year in kindergarten. All uses the Light Retention Scale to help make that determination. In these instances, teachers, the Principal dor counselor may make this recommendation to parents or guardians. Unapproved ences of twenty (2 vs or more will be one of the considerations for retention. Because of Nevada Scale Law concerning first group age, parents' or guardians' consent is needed before this recommendation can be executed.

2. Grades 1 – 6

The general practice is that students are promoted to the next ר at ל nd of the school year. However, progress should be continuous and student advancement through riculum should be according to the student's demonstrated ability rather than the student's age in year school. Unapproved absences of twenty (20) days or more will be one of the cond Sions for retention. any student may be retained in the same grade, the student's teacher and Prince and Prince rke a reasonabi fort to arrange a meeting with rircums the parents or guardians to discuss the reasons a retention. CAE uses the Light Retention Scale to help make that determination. The teacher and Princi pgreement, have the final authority to retain a student.

3. Grades 7-8

A pupil in grade 7 must set actorily core et e one sence er with a passing grade in mathematics, English or reading, science, and second studies for provide the course(s) that needs to be repeated student may be canned more than once in the same grade.

A pupil in grade 8 must set of y complete three semesters with a passing grade in mathematics, three semesters with a passing grade in science, and two semesters with a passing grade in science, and two semesters with a passing grade in science, and two all studies during the 7th and 8th grade years for promotion to high school.

PR' JTION

NC₄ 'lows the NRS 386.58 uidelines for promotion and retention.

K-6 Stude

Our primary that the culentary levels is solid literacy. A child cannot go on to more complex studies if he or she does not he cule reading skills. It is our goal for parents, teachers, and students to work together during the year to cure that students are developing responsible work habits and attaining a sufficient level of understanding in their courses.

Recommended reading levels for matriculation are: First graders- 2.0 instructional level (2.0 means 2nd year 0 months) Second graders- 3.0 instructional level Third graders- 4.0 instructional level Students are encouraged to read over the summer to maintain reading skills.

In addition to literacy, K-6 students must have attained competence in all the core subjects (English, including reading, spelling, grammar, composition; history; math; science) over the course of the year. Competence is attained by not only knowing the material but also by completing assignment work. Completion of work demonstrates not only the ability of the student in the various subjects but also the material study skills necessary for academic and personal achievement. Students whose grades or skills fall w the requirements of their grade level may be retained as outlined on page 46.

In addition, students in grades K-2 must achieve mastery of the phonograms at follow inimum levels:

Kindergarten:	50% of phonograms taught at the kindergarte	en '
First grade:	80% of phonograms taught at the first-grade	1
Second grade:	100% of phonograms taught at the second	.de level.

Age is the second criterion for placement in a grade level at N A student r fall within state guidelines to enter a grade. A child must be five years old by September 30 of to begin school that year.

ATTENDANCE

Nevada Classical Academy Elko may consider a stunt's une. Subsences which determining course grades and/or promotion or retention for the next sool year.

NI

ELEMENTARY SCHOOL PROMOT

Literacy:

Solid literacy is the four ion of all lear . Without the lity to read well, a student cannot advance in English, history, the sc. s, the arts themation. Since language is the basis of all human interaction, a person can vorld when possessed of only halting literacy. The 'rive _pendentiy ... ability to read, particularly in rly elementary grades, will therefore be a requirement for promotion. The School he criten reading competency set forth in the Access Literacy Phonics program.

Kin _____arten:

The student must be mmended for promotion by the classroom teacher and Principal based on erformance.

• i. Construction of additional reading support personnel will make recommendations for placen based on stant progress in the Access Literacy Phonics Curriculum. • The teacher will also make a placent or mmendation based on the student's behavior and maturity level as observed in the classroon of g.

Grades 1-2:

- The student must perform at or above grade level in English and Language Arts and mathematics on the student skills map.
- Grade level performance is determined by mastery of academic skills as measured by classroom and standardized assessments.

- The student must be recommended for promotion by the classroom teacher and Principal based on satisfactory classroom performance.
- The classroom teacher and additional reading support personnel will make recommendations for placement based on student progress in the Access Literacy Phonics Curriculum.

Grades 3-5:

- The student must perform at or above grade level in English and Language Arts and chematics on the student report card.
- The student must be recommended for promotion by the classroom teacher cipal based on satisfactory classroom performance.
- Grade level performance is determined by mastery of academic skills and are measure. classroom and standardized assessments.

Grade 6:

- The student must perform at or above grade level in real d mathematics on the , language ar' student report card.
- The student must be recommended for promotion by the class acher and Principal based on satisfactory classroom performance.

Middle School Students (Grades 7-8)

It is our goal for parents, teach gether during the year to ensure that students are ents to wo developing responsible wor' Joits and E ning a suffi t level of understanding in their courses. Students % or higher at the discretion of the Principal or may retake a course in w they earn a sing grade o designee.

Grades 7-8:

- The student must perfect or above grade level in reading, language arts and mathematics on the st, card.
- scudent mus recomm d for promotion by the classroom teacher and Principal based on satisfactory class perform
- A student must attain 7 GPA in core courses (English, history, mathematics, science). In order or a student to attai core GPA of 1.7, he or she must earn a C- across the four core courses.
- In rase where a st nt has a core GPA of 1.7 or higher, yet received a D grade in a single class, 'ent supp' eam (teachers, principal, and student services) may meet with the parent the and di) re ing the course on a case-by-case basis. The student may pass the class at the

discretion SCHOOL PROGRAM POLICIES

.e Principal.

The Curriculum

The Governing Board desires that all students receive a classical, liberal arts education. To this end, the board has determined the following educational priorities: Basic cognitive skills: reading/writing/mathematics.

45

Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics.

Other classical subjects: music; art; Latin.

Auxiliary subjects: foreign languages, P.E., performing arts, other social sciences.

Extracurricular activities of any type as defined by the Principal.

K-8: The K-8 curriculum will follow the Core Knowledge Sequence and the <u>K-12 Progray Luide</u> provided by BCSI. Occasionally, the school will diverge from the Core Knowledge Sequence in order Luse the standards in teaching a particular skill or subject. The Governing Board and Principal will determine the mese instances. All skill areas in the K-8 Core Knowledge Sequence and/or the <u>K-12 Program Guide</u> provided provided by CSI will be taught at some point in grades K-8.

Academic Textbooks, Supplies, and Replacement Costs

NCAE desires the best learning materials for its students. Materials to are loaned or given to such that are to be treated appropriately. Students are responsible for these materials. If materials given to a student lost, the student must pay for any needed replacement. If loaned materials are damated, the student must also pay for their replacement.

In the case that reimbursement has not been made to NCAE for lost will be purchased or issued to that student until the past due fees are before a student is allowed to participate in grading and receive a diple NCAE Student Planners/Agendas are required for all students in grades 2-8 and are required.

Human Sexuality

We believe parents have the fundamental responsible for the children education, which includes the areas of morality and sexuality. The scheme le, at most, sexuality is more than biology a pny ty. It also in the morality, spirituality, and emotion. Because it is a part of the whole human ender ince, it makes the taught vertices are sensitivity.

We believe children naturally more concerning the bodies and are not ready to learn everything at once. They are naturally bous, he body ave their questions answered in a way appropriate to their stage of development of the ing this topic, we minimize the embarrassment associated with it for both children and negative. We report to chapters 1 and 3 of *Why Johnny Can't Tell Right from Wrong* by William K and poporting prence for our philosophy on teaching human sexuality.

Te- <u>,g Human Sexualit</u>,

vill teach the Core Knu dge Sequence in the fifth grade, which includes a discussion on reproductive nd reproduction. T class will be taught in a gender-separate environment. Parents will have the orgu to preview the terials the class will be reading on which the discussion is based. Parents will opport have the ortunity to nd a meeting with the teacher(s) prior to the section on sexuality. Sexual scussed in the context of a monogamous relationship between two people of intercourse only b vill have the choice of having their children opt out of this portion of the class, which opposite sexes. will be taught durn the regular science time.

In 7th and 8th grades, themes that deal with sexuality may emerge from the reading of a serious text, such as *Anna Karenina* or *Brave New World* or *the Scarlet Letter*. When these topics do emerge from the curriculum itself, teachers will adhere to the school philosophy as best seen in the relevant chapters of Kilpatrick's *Why Johnny Can't Tell Right from Wrong*. Teachers will engage the material in a serious way. The purpose will not be to claim that "Hester Prynne could be just as happy as a single mother," or that "Greek culture proves that

homosexuality is an appropriate sexual preference," or any other contestable claims that violate our policies. When in doubt over the teaching of an issue, the teacher should always consult the Principal.

Character education is part of our program. Sexuality involves serious moral decision-making. It is important to help children build the capacity to make and abide by sound moral choices. We would like our teaching of human reproduction to be a springboard to initiate and facilitate discussions between parents and children on this sensitive subject.

Principles To Be Communicated

Sexuality in practice is best accompanied by marital commitment and fidelite a sital abstinence is a positive, practical, achievable lifestyle that promotes self-control, self spect, pect for others, responsibility, maturity, and good health. Abstinence prior to marriage is the only 100% second to sex physically, emotionally, morally, and spiritually.

Teaching Evolution

Much of modern biology rests on the theory of evolution. The Construction Knowledge Source introduces the theory of evolution in the seventh grade. NCAE will adhere to `ore Know⊬ Sequence. The teaching of evolution is not intended to exclude other theories of human o and elopment, such as Creation. The ,ic. Much of what constitutes the theory of evolution is largely misunderstood today by the gene teaching of evolution concerns adaptation of species to their enviru ints and change over time. A great many of these phenomena are observable. A ve percentage of evu nary theory deals with the more controversial issue of the origins of life. This tter of evolution, he extent it is taught, will be introduced to students briefly with a great de of circu. ion: it is not a central part of the theory. Furthermore, the study of science will be confined he physical world. It is not the place the inver 4 of science to make metaphysical claims nor to conor r' the value. of religion or the existence of God. NCAE recognizes a clear distinction *entism*. Science is the continued research into the een science natural world in order to fi olausible e nations for natural phenomena. Scientism is the ле ъ. belief—and it is a belief—t nderstanding our world, thus excluding other ways Jcience is t only means of interpreting the work .ch as through erature or rel ٦.

Keeping in mind this dis. `ວn, the assical Academy Elko will leave matters of faith up e of a teacher in a public school is neither that of preacher nor of to students and their paren. skeptic. Rath when called upon by the curriculum, will teach the history of religion hers of hisu without JI advu or unde ing religion in general or any specific faith. Likewise, science teachers will **†** science, with ligion. Teachers, students, and parents must realize that a biology mment ۲) nas a particular purpe nd is not the proper venue for a philosophical or theological discussion on th tence of God or clain lating to the activity of God or absence thereof in the natural world.

Teaching troversial Issu

Controversia. As are used as contemporary problems, subjects, or questions of a political or social nature where the untrenched differences of opinion and passions run high. Controversial issues will be explored only when anaating from some part of the curriculum in grades 7 and 8. When these subjects come up, teachers will present an impartial view of both sides of the issue without proselytizing. Contemporary controversial issues will not be discussed in the elementary school even if part of the Core Knowledge sequence without Principal approval. No part of the curriculum will be used to undermine the nobility of America's experiment in liberty and self-government under the rule of law. Contemporary controversial issues will not be discussed in elementary school even if part of the sequence, without

approval of the Principal.

Video Viewing Policy

From time-to-time videos or other media may be used to support a lesson. To be used in class, video and other media must meet a specific curricular objective and be free of profane language or sexually explicit material and have a G Rating. Teachers must receive prior approval from their supervising administrator to show a video. If non-rated, teachers are responsible for previewing videos and other media to ure that they are grade-level appropriate. A *Video Viewing Permission Slip* signed by a parent/guardiar equired for any 7th – 8th grade student to view any PG Rated video prior to students being allowed participate, if deemed appropriate by their supervising administrator.

SECTION XI-SCHOOL ENVIRONME' , POLICIES

STUDENT LEADERSHIP

Any student leader must demonstrate high moral character and be in generated and in generations.

SCHOOL CALENDAR

The board and administration will determine the solution of calendary students, and employees of NCAE prior to the beginning of the schemer. The current of year calendar is available on the school website www.NCAE.net.

NCAE SCHOOL CANCELI JN POLICY

ENT PUBLICATIONS PL

Υ

Student blications must use Id NCAE's mission, philosophy, character pillars, and Governing Board policies. The purper of such public ons is to inform the NCAE community of school-related events, achievements, and busines, addition atudent publications are a way for students to learn and to practice responsible writing and jour is caudent editorials are permitted in the student newspaper subject to prior review of the principal. Emp. Les of the school or parents may not use student media to proselytize their own views on controversial issues. The principal acts as the final editor in all cases.

SPECIAL EVENTS – PARTIES

Special events or parties held during a significant part of the school day must be directly tied to the curriculum and add to the instructional environment by conveying knowledge or an experience that supports the

curriculum. Any special event or party must be requested on a Special Event Form and approved by the supervising administrator a minimum of 2 weeks prior to it being scheduled on the calendar. Approval for one year does not carry over to the next.

SPECIAL EVENTS – GUEST SPEAKERS

rade. If possible, Guest speakers utilized during the school day must speak on topics covered in the course the students should be in the process of studying the topic to be presented. Guest spe s must be approved by the Principal prior to the invitation being extended. Approval must still be obtain or guest speakers used in the previous school year. Approval for one year does not carry over to the next

Guest speakers who cover controversial topics must be screened by the supervising inistrator. The screening may include an interview with the guest by the supervising nistrator. Parents be notified igions covered in the Co. prior to guest speaker presentations on controversial issues, including owledge Sequence. Parents may have students excused from such presentation and understand that the stuo. vill be supervised in a study hall. Teachers will provide permission sli o parents as tification of a guest speaker covering controversial issues and indicate an option on the perion slip for vents to be excused.

SPECIAL EVENTS- UTILIZATION OF THE FACILITY

- Must be for school sponsored event
- Must have a NCAE employee or gove nonsor present o is familiar with the school ١g emergency plan and security procedures.

FIELD TRIPS AND SPECIAL EVENTS

Students' "free time" is defin d breaks and the weekends preceding or following ol vacation. "School Time" is d weekends not preceding or following a vacation or them. 2d as: sch weekdays a break. Any school-sponsore ant on or off c ous will be gove. J by the NCAE Handbook policies and procedures without parental intert ities scheduled during the "free time" are not subject e. Field to extracurricular eligibility.

Generally trips or special events will be directly tied to the curriculum and added to rotions, the in cional envir ent by ເ ving knowledge or an experience that supports the curriculum. Field trin ust be approved L e princip, o weeks prior to planning. The field trip planner will work with the bal 30 days in advanc nd all documents must be submitted a <u>minimum</u> of 5 days prior to the field trip K e that all procedures followed, and all arrangements can be made. to

All Chap t be preapproved by the principal and obtain a volunteer ID at least 3 days prior rs/Volunteers to the even. *Please see "V

'ee Ection of the Handbook for these guidelines and policies.

OUT-OF-STATE FIELD TRIPS

All out-of-state field trips require individual Governing Board approval a minimum of 90 days (180 days outside US) prior to the trip. For MS/HS students, the trip must include coursework and/or lesson plans and all students must be awarded credit and a letter grade, which will be based on the accompanying coursework, as well as their behavior on the trip. All out-of-state field trips must have liability insurance protecting all the trip attendees and the school. Any liability insurance not covered by the school's policy must be paid for by the fees charged to trip participants. Any increases in the costs of extended field trips (due to inflation, changes in exchange rates, etc.) must be paid for by trip participants. An administrator will attend all field trips at the cost of the participants. All adults attending the field trip will be responsible for their own expenses and are required to be current NCAE staff members or registered volunteer. (*please see the Volunteer Guidelines for Parents and Guests for more information). The Teacher/Activity Advisor will work with the administrator to ensure that all procedures are followed. Depending on the time of the trip, and at the retion of Admin, academic or behavioral ineligibility may or may not apply.

ATHLETIC ELIGIBILITY

NCAE Academic Eligibility for participation in sports.

Grades will be verified by either the athletic director or the athletic aministrator at least oncourry three weeks in accordance with NAC 385b.75b. The first review during a nool year will not be until after the first date on when a game, contest or meet may be scheduled for a single on as determined by the schedule.

All athletes must maintain a 70% or higher across all classes.

If the athlete has a failing grade (F) in a class at the time of the review athlete will be placed on probation for 1 week. A pupil who is placed on probation wins eligible to partice in the sport in which he or she participates during the probationary week and not be weed on the Fride the probationary week.

If a pupil who is placed on probation continues to naintain control to at the review conducted on the Friday of the probationary week, the pupil shall be clare eligible to participate in a sport for the period beginning on the Monday after the she is declar to gible and ending on the first Saturday after that Monday. This pupil's grades showe reveal to weekly up the pupil becomes eligible.

Athletes must maintain amulative grapoint average at least 2.0 based on a 4.0 grading system during the immediately precessory semester. A mill who fails to martain such a grade point average for that semester is ineligible to participate sanctive operations of the grades are reviewed after the first 9 weeks of the semester that is conducted and a grade of the semester.

A pupil v ______ special e tion services must comply with the requirements for academic eligibility.

<u>EX</u>^{*} JURRICULAR ELIGI. Y (Game, Inces, PTO or NCAE Social Events, Field Trips, Clubs, Trips)

Gra Y-6

At the retion of the NC Admin, students in grades K-6 may be deemed ineligible due to behavioral concerns. Vents in this group will not be deemed ineligible for academic reasons.

Grades 7-8

Students in grade and 8th grades are ineligible for extracurricular activities if they have two (2) or more grades below 70% ("D"), or one (1) grade of below 60% ("F"), in any subject(s). Academic eligibility will be determined with the quarter ending grades. Ineligible students will remain ineligible for the remainder of the following quarter. Two disciplinary referrals in one quarter or three in one semester will render a student ineligible for any extracurricular activities for the remainder of that quarter. Four disciplinary referrals will render a student ineligible for all extracurricular activities and functions for the remainder of the school year. The Principal may deem a student ineligible for off-campus field trips based on repeated misconduct.

OFF-SITE EXTRACURRICULAR ACTIVITIES

Any and all NCAE off-site extracurricular activities must be approved by the Principal. All adults present at these activities must be pre-approved and vetted volunteers and at least one staff member. A list of all sanctioned NCAE off-site extracurricular activities will be maintained and updated by the Principal and copies will be made available for NCAE parents.

NCAE COMPETITIVE CO-CURRICULAR POLICY AND PROVISIONS FOR STIPEY FOR ATHLETIC AND CO-CURRICULAR ACTIVITIES

Beginning with the 2027-2028 academic school year, Nevada Classical Accuemy Elko E") may offer academic co-curricular activities to its students. Academic co-curricular ivities include, bu not limited to, band; choir; speech and debate; academic decathlon; mock trial; other competitive acade ctivities. At the discretion of the Principal, entry fees and in-state travel be paid through the student-, rated funds ("SGF") account. The school administration will determine nich academi o-curricular activities will be offered in any school year and will be responsible for $r \in 1$ ing the ar priate teachers and coaches. Students in approved academic co-curricular activities will be ved ' aise SGF. The Principal is also authorized to offer a stipend from SGF to faculty or staff modera. chletics and academic co-curricular coaches and moderators.

STUDENT SOCIAL ACTIVITIES

All NCAE social functions will have at least one factory or stafe and well as parental adult chaperones (volunteers). Please refer to section, Special Events for ddition information. There will be no NCAE event outside preceding guide and the sectory of the sec

SECTION XII-

ENROLLMENT, RE-ENROLLMENT & MCKINNEY VENTO

Per the Admissions Process defined in our charter application, NCAE will not make any distinction on account of a disability, actual or perceived race, creed, color, gender, national origin, religion, sex, sexual orientation, gender identity or expression or ancestry of any student who seeks admission, or any per characteristic protected by applicable federal, state, or local laws. Enrollment is open to anyone who poses to attend. We encourage parents to review carefully the NCAE Charter School Handbook and Curring, and to enroll their children if they value the school's philosophy and educational offering.

Vacancies exist whenever the number of students enrolled in a class is below the class's can be vacancies occur, those vacancies will be filled using a lottery system. The following the trery enrollment performed using the performance of the

- 1. Parents of potential new students must complete the area ation form, at which time their childs name will be added to the appropriate grade-level lottery lis
- 2. To be included in the lottery list for the upcoming year, put sust complete an application during the open enrollment period. This lottery will determine the incomplete an application during year.
- 3. Enrollment priority is given to the follow
 - a. Students currently enrolled who choose to remanife the lottery.
 - b. Children of NCAE Governing Board
 - c. Children and grandchildren of teachers, ninist re staff, a rull-time employees of NCAE
 - d. Siblings of enrolled student's)
 - e. Children and gramman formerly ployed teachers, administrative staff, and full-time employees of N , in good ding, and e 'oyed for a minimum of 2 years.

As long as our school' rollment is less an it can accome date (as determined by NAC 386.353), the school shall enroll pupils in the enrollment that the school shall enroll pupils apply for enrollment than the number of spaces which as a pile of the school shall use a lottery to determine who will be enrolled.

- a school, w ill not close, cap, delay, postpone or otherwise limit enrollment except as allowed b, 386.35.
- o. Our school establish devertise an enrollment window during which it will accept applications for ual enrollment.
 - c. If the number of plications received during an enrollment window does not exceed the number of spaces availab including by grade, all pupils who applied shall be enrolled in our school.
 - the number of pplications received during the window exceeds the number of spaces available, ding by ue, all enrollment applications received during the window will be subject to the lot. The atery will be conducted immediately after the close of the enrollment window.
- e. Pupils se applications are not selected by the lottery will be placed on a waiting list in the order determined by the lottery.
- f. Pupils who seek enrollment after the lottery is conducted (after the window closes) will be added to the secondary waiting list but are not immediately assigned an enrollment order number; instead, another lottery will be conducted only when all the pupils assigned enrollment order numbers by the first lottery have been exhausted.

- g. An enrolled pupil will not be required to re-enroll. That is, once a pupil has been enrolled, they will be able continue their schooling at the school. Our school may ask for some sort of assurance from a pupil that the pupil intends to return to the school for the next grade, but pupils will not be denied the opportunity to return to our school for the next grade level once enrolled in the school.
- h. Any pupil seeking enrollment but denied enrollment due to lack of space will be offered the opportunity to be added to the appropriate enrollment waiting list.
- i. As space becomes available, pupils from the waiting list will be enrolled in school, following submission of all required paperwork.
- j. The waiting list enrollment order will be determined by lottery.
- k. A pupil seeking enrollment in a grade that is not full shall be enrous pediately; the pupil's enrollment will not be delayed until some future time, including a seme break or the next school year.
- I. A pupil who is the first on a waiting list shall be enrolled imrediately upon the creation of space in the pupil's grade; the pupil's enrollment may not be delay until some future time, in the semester break or the next school year.
- m. Our school will not "close enrollment" except as pribed in NAC 26.353. Enrollment is always "open" in that our school will always accept enror to application applications received after an enrollment window close are placed on an enrollment iting in the school or grade is "full" per NAC 386.353. Pupils will be chosen for enrollment from the school or grade above.

Enrollment for Kindergarten students is deper upon the age crite. for placement as determined by Nevada law.

Completed paperwork must be received by the a student may lose placement in the agreed 45 school. Any dishonest representation of grades or t ay also readt in the student losing placement. scrip' Completed application forms mu received price cendance. New students must submit their most current report card. If NCAE r rds reques om another school for a current NCAE student, NCAE ves a officially enrolled the student at a new school. will vacate the student's se _____ this indic. that you h

GRADE LEVEL PLACE COF NEWLY F OUTED STUDEN

The grade level placemen. If is designed to promote educational excellence and fairness by placing evel for instruction. All students will be evaluated, and grade placement will be determined by-case

EN' <u>LMENT OF EXPELL</u> <u>TUDENTS</u>

Stuce expelled from anot school for drugs or violence will not be admitted to NCAE during the time of their experimentation. All other experimentation and school for drugs or violence will not be admitted to NCAE during the time of the students will be evaluated on a case-by-case basis. The Administrator and Governing rd will partice the decision.

RE-ADMITTANC

Students who have left NCAE and later choose to re-enroll will be considered for enrollment based on the criteria of a new student.

RE-ENROLLMENT OF STUDENTS EXPELLED FROM NCAE

NCAE is under no obligation to consider re-enrollment of a student expelled from NCAE.

The process for a student who has been expelled from NCAE and seeks re- enrollment is as follows:

- 1. Students will contact the school and make a request to return. Prior to a meeting being scheduled, the student will be required to write a paper which includes the following:
 - a. A clear explanation and understanding of what occurred that resulted in the endino.
 - b. Why it was wrong.
 - c. How the student's actions violated the NCAE Honor Code.
 - d. How the student's decision impacted them.
 - e. Others who were impacted and how they were affected.
 - f. Why the student wants to come back to NCAE.
 - g. Why NCAE should allow the student to return.
 - h. What is/will be different about the student's attitude are scions that will show this of thing will not happen again.
 - i. What, how, and why will the student's returning to the make NCAT better.
- 2. When this has been received it will be determined if a ting will ne be scheduled.
- 3. If a meeting is granted, it will then be determined if the sound will be used to present to a panel of administration and faculty.
- 4. A final decision would then be forthcoming.

Please understand, this process will have see insteps and beginning the process does not guarantee re-enrollment.

RE-ENROLLMENT

Re-enrollment for the next school will usually be solved by the current school year. Parents will students planning to return for the next school year. The *Intent to Return Form* usually be e mid-Janua to guarantee students currently enrolled a seat for the next school year.

CLASSROOM PLACEMEN

The classroom placement pole designed to promote educational excellence and fairness by optimizing the learning each grad vel while meeting special needs of individual students.

NC Joes not take or gr parent/guillan requests for teacher assignment or classroom placement. Under ¹imited circumstances, e Principal, in consultation with the administrative team may make decisions ί. ng classroom placen t, utilizing evidence and professional knowledge of the student. con Parent. v provide a writt request to the principal for a specific classroom environment for their child if al reason. However, such requests are not guaranteed because they can lead to they feel is an excep imbalances e class n. Prior and future teachers at each grade level will provide information to the

administration for classroom dynamics, special needs, balance of boys and girls, friendships, availability of volunteers, dive. , of student achievement, etc., to assist in determining classroom assignments in order to provide a fair and common education for all students.

OPEN ENROLLMENT

Open enrollment for students not currently enrolled will usually begin in January of the current school year. In the event that the number of student applicants exceeds the number of seats available in any particular grade

level, a random selection process (lottery) will be utilized to determine which applicants will be enrolled. If necessary, a lottery will be conducted immediately after the close of the enrollment window.

WITHDRAWAL OF A STUDENT

Please contact the Registrar a minimum of 2 school days prior to the requested withdrawal date. A Release and Transfer Form is required. All books must be returned or paid for, and any outstanding or fines must be made current to process any records.

MCKINNEY-VENTO ACT

The McKinney-Vento Homeless Education Assistance Improvements Act vr 2001 focul on increasing academic achievement of homeless students through school stability, a s, and support. UN this federal law and the Nevada Education for Homeless Children Guidelines, the adents have the followin ts:

The right to be enrolled immediately in school without imm **tion records** / ven-day grace periou), birth certificate, or previous school records (30-day grace period). companied .n, not in the physical custody of a parent or guardian, have the right to enroll in school under th over .lines

Attend "school of origin"

The homeless student has three choices and mai deither:

- 1. The school the child or youth attended wi perman. wsed;
- 2. The school in which the child or youth was enrolled nre-school;
- 3. The school for which the child is currently zo

Transportation to "school of

Pla

Should a student become e student is entitled to receive transportation to his less, at p htal request or her school of origin ast school at is two miles or more from the student's current ded, if the sc. address. If an unaccc nied youth r ests transportation, school personnel should request transportation back to the school of on, r the la AE makes all transportation determinations.

Procedur dents tr. re homeless, unaccompanied or living in foster care ntifies 🔪 Our r rar at NCA. students based on the Housing Questionnaire and indicates the ation in Infinite Can inf

naximize the accrua credits and progress towards graduation for each student who is identified as inaccompanied, ving in foster care home

The coun ny student who is identified as homeless, unaccompanied, or living in foster care will meet wi an effe e graduation plan. Quarter credits will be counted for these students in an effort to to come up maximize credit

Partial credit policy for McKinney-Vento students

Partial credit may be awarded without satisfying attendance requirements. The student may be awarded full or partial credit based on demonstrating competency and/or performance on an examination. Full or partial credit may be awarded for coursework completed by the student at an accredited public or private school located within or outside of Nevada. The student may be awarded full or partial credit for coursework completed during summer school or distance education at an accredited entity which appears on the list published by the Department pursuant to NRS 388.834. Partial credits can be combined for the purpose of accumulating the necessary credits for graduation.

Access to all school services

Homeless children are entitled to the same services and programs as children who are not homeless.

SECTION XIII-**GENERAL INFORMATION**

SCHOOL HEALTH SERVICES

Children perform better in school when they are well-rested, eat a healthy breakfast, exercise regularly and are neat and clean. Growing children need at least 8-10 hours of sleep each night. Young ren may need your help or supervision with bedtime, bathing, hand washing and blowing their nose mese little things help e, good hygiene and children learn to take care of themselves and develop self-confidence. As children clean clothing are important for self- esteem and acceptance by their classma ed that the school it is ru office staff has current working phone numbers for parent/guardians and configuration ergency cu t persons. This information can be updated using the Infinite Campus portal or going to your child's ol with the information.

Health Office Personnel

School nurses are professional Registered Nurses who hold a imum of a P Jor's Degree in nursing. They are responsible for the overall school health program, including 'dinatⁱ ne activities of the health office. Each health office has a full-time First Aid Safety Assistant (FAS. is required to have a high school diploma/GED, certification in CPR/AED and basic first aid. FASAs t students with health needs and medication administration during school hours. administration, su Inurses and FASAs work together to maintain student health and safety while at succession.

Emergency at School

If a medical emergency occurs, the nurse or head determine the priority of contacts, including aide calling.

- Notification of pare Juardian r onsible for c ining medical care. .
- Activation of EM 11) •
- Transportatio students per r , protocol.

The expenses for ambuilt †' portation and subsequent medical care are the responsibility of the parent/guardian

Healt^h <u>olems</u>

Ł

is reguine the student Health Information Form. The information is Eac' ar the parent/gua. rtant for the health o staff to meet your child's health needs during the school day. Please include tion about any healt ncerns, current medications and/or conditions your child currently has. If the int health rmation is not lated, the previous school year's information will be considered current. Palth concerns will be shared with their teachers and school staff as needed. This Informat bout student will be done confide manner.

If your child is unable to participate in PE or recess, is using crutches or is unable to walk without help, please notify the School Nurse/Health Aide. In order to assist the student who requires health/safety accommodations in the school setting, a licensed health care provider statement may be required.

Immunizations

Nevada State Law (NRS 392.435) states that for a student to enroll in school, the parent/guardian is responsible to provide a certificate stating that the child has been immunized and is compliant with the schedules established by the Nevada State Health Division. Your student will be unable to enroll or attend school until proper documentation of the required vaccines is received or exemption paperwork is submitted and approved. For further information or clinic locations, call the Elko County Health Board at 775-738-5398.

Medications at School

Many children take medication during school hours. For your child's safety, study will have medications administered and stored in the health office. A Medication Release Form may and the health office. This release must be turned in before the medication can be given your a prescription and over-the-counter (OTC) medication must be prescribed by a licensed health category provider.

Controlled substances, like medications prescribed for pain or ADD/ 2, may not be carried by conts and must be maintained and administered in the health office.

Per NRS 392.425, studentsmay self-medicate with prescription medication is asthma or severe allergic reactions. A Request to Authorize Student Self-Administry tion Prescribed Medication for Asthma/Anaphylaxis must be completed by the parent/guardian. A censed health care provider and returned to the health office.

IS MY CHILD TOO SICK FOR SCHOOL?

If any of these symptoms are present, your child suld be ker

Elevated temperature (100 degre reater) Vomiting and/or diarrhea Persistent headache Red or sore throat Unexplained rash Wheezing Earache Severe tootheche Untreate

If *f* symptoms continuinger that hours, you may need to take your child to a licensed health care r-free for 24 hours without the use of fever reducing medication.

Food A ies

Severe for the lergies can be re-threatening. Notify your School Nurse immediately if your child has a known severe food by child has an epi-pen or other required medication, licensed health care provider orders are required for classroom snacks and lunchroom procedures.

Stock Epinephrine

A severe allergic reaction may occur in a child who has no known allergies. To treat a severe allergic reaction, injectable epinephrine is used. Per Nevada law, all schools must maintain at least two doses of injectable epinephrine, which are readily available during regular school hours. If epinephrine is administered to your child, a parent or guardian will be notified, and activation of EMS will occur. Your child may be transported to a

hospital by ambulance based on EMS protocol.

Contagious Illness

Per the Southern Nevada Health District, students with known or suspected contagious illnesses cannot come to school. For the health of both your child and others, all children must be fever free for 24 hours without the use for fever reducing medications, like Tylenol or Motrin, before they can return to school.

Head/Eye Injuries

If your child has a head or eye injury, parent/guardian will be notified. Head injuried ay be serious without obvious signs of injury. Injuries occurring from accidents, sports or falls can be seried a stivation of EMS will occur and your child may be transported to a hospital by ambulance based on exactly.

Specialized Health Services

If your child requires Specialized Health Services at school such as in not limited to, a nebulize patment, Epi-pen injection, blood glucose monitoring, gastrostomy tube from a gor bladder catheterization, and health care provider's order is required. Parents must core the school urse. No procedure will be performed by school personnel without the licensed health are provider' ders. Only those specialized procedures that are necessary during school hours will be accompatible.

Screening

Nevada state law requires school nurses to scrow-to-district stude. Ind those in certain grades to be screened for vision, hearing and scoliosis concertory of the screenings do not substitute for a professional to the parent/guardian for follow-up. Call the School Nurs of the screening screening will be referred to the parent/guardian for follow-up. Call the School Nurs of the screening screen

<u>Toileting</u>

All students of Nevada Classical ist be indep ent in toileting. On occasion students may have Jemy Elk "accidents." When an "accid occurs, it is t esponsibility he parent to assist the child and to provide clean clothing. .If there are rep រ "accidents", ក eting with the p ts, the teacher, and the Principal will be held to evaluate the situation. A, vriate action based on what is in the best interest of all students and the school.

COMMUNIC

Mas ________

The principal must appropriate all internet. NCAE mass communication letters and bulletins, including e-mail by teachers) from teachers or parents or other interested parties. Each ted to the office in an electronic format, print-ready, three days prior to the date it is to be communicationally, all external (public) communications must be submitted to and approved by principal vell.

Any person responsule for coordinating any special classroom event must give appropriate information to the front office in a timely manner prior to the event.

Parent Communication with Administration, Faculty and Staff

Parents may use any of the following means of communicating with administrators, faculty, and staff:

• E-mail,

- A note dropped off to the school office,
- Telephone call/message, or
- Face-to-face meeting by submitting a completed *Pre-Conference Form* and scheduled in advance using one of the methods above.

Guidelines regarding return communication:

- Administrators due to the large volume of day-to-day responsibilities facing the chey will have to prioritize requests; you can expect to be contacted within three business days.
- Faculty and Counselors will make every effort to respond within 1 full busir day, and no more than 2 full business days.
- Office Staff, Registrar and Health Office will provide a response with jusines.

*Please keep in mind that e-mail does not always make it to intend . ecipients. If you a treceive a response via e-mail, please try one of the other means of communication.

Chain of Command when communicating about your student:

- Initial communication should be expressed to your characher.
- If additional communication is warranted, parents should tact t' cacher's supervisor if applicable.
- If further communication is needed after meeting the teach pervisor, the parents should contact the principal.
- If further communication is needed a meeting the princip the parents should contact the Governing Board.

USEFUL GUIDELINES

- Questions and concerns the not fit a spect legory should be directed to the receptionist who will contact the approximets a sub-mber to reind.
- Questions and con .s regarding udents' grac should be directed to the teacher.
- Please update a' langes in stud information ediately with the Registrar.

Use of Internet & Email, onal Trans, and Software

Governing Board members, vi/ Committees, other committee chairs, club and activity sponsors, athletic ition of authority on behalf of NCAE may only access and utilize the internet coaches and anone acting in and ema pertain. NCAE. All electronic communications pertaining to NCAE should be receiv the NC. mail account. Faculty and staff of NCAE may not communicate with and sent the s on any social n prking site cluding but not limited to: Facebook, Instagram, Twitter, texting, st_V nal email, and chat roc 4

Fundra

Fundraising tivities must c undermine the mission and philosophy of the school. All fundraising must be coordinated using the ministration. Students of NCAE will not engage in door-to-door sales of any kind.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to

the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct to record which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing the bool still decides not to amend the record, the parent or eligible student has the right to record a state of the with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the part or eligible studen. release any information from a student's education record. However the particle of the particle

School officials with legitimate educational interes Other schools to which a student is transferring; Specified officials for audit or evaluation purposes; Appropriate parties in connection with financial aid to a stu Organizations conducting certain stu for or on behalf of the ool; Accrediting organizations; To comply with a judicial order or law issueu าส: Appropriate officials in cases of health safety er ъ and State and local authorities, within a enile ice system, Jursuant to specific State law.

Schools may disclose, without rectory" in ation such as a student's name, address, telephone .iseni, number, date and place *s* rth, honoi nd awards, dates of attendance. However, schools must tell parents and eligible stu .s about dire y information d allow parents and eligible students a reasonable amount of time to re t that the sc not disclose dia cory information about them. Schools must notify parents and eligible stu s annur er FERPA. The actual means of notification (special letter, inclusion in a PTA +j udent handbook, or newspaper article) is left to the discretion of each school.

For actional information you may 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD market the Federal Relay vice.

Ory pay contact at the forming address: Family v Compliance Off U.S. Depant of Education 400 Marylan phue, Storashington, D.C. 20202-8520

NCAE may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Parents and eligible students may choose not to have their information included, by notifying the office in writing.

For future use as NCAE expands its programs, students' names, participation in officially recognized activities and sports, weight, and height of members of athletic teams, dates of attendance, awards received, and other

similar information may be released without parental consent. Parents and eligible students may choose not to have their information included, by notifying the office in writing.

NCAE classroom activities and events sponsored by schools occasionally are photographed or video-taped for use on television, advertising, www.NCAE.net, and social media. Parents and eligible students may choose not to have their information included, by notifying the office in writing.

NCAE student names will be listed with their pictures on school publications, such as yearbook, school newspaper, activity/athletic programs. Parents and eligible students may choose not nave their information included, by notifying the office in writing.

ASBESTOS-FREE ENVIRONMENTS (AHERA)

The Asbestos Hazard Emergency Response Act (AHERA) and its regulations require public school ricts and non-profit schools including charter schools and schools affiliated religious institutions to:

- Inspect their schools for asbestos-containing building rial
- Prepare management plans and to take action to prevent oduce cestos hazards

NCAE meets asbestos-free environment requirements and was con. ted using non-asbestos containing materials.

DIVERSE GENDER IDENTITIES AND EXPRESSIONS

NCAE maintains a practice and culture of respect all st ints and en proyees. Additionally, NCAE creates safe and welcoming learning and e all individuals, including those who identify as environmer lesbian, gay, bisexual, trans uestioning, e respected and can flourish. Protections from Jer, discrimination, bullying, 2 vided to transgender and gender-nonconforming vill also be narassmer individuals. A represer will work to her with the employees, students, and, when ve from NC/ appropriate, parents, 'dians to adr' stheir gender contities or expression needs on an individualized basis in alignment with 388.17 inon-gender specific facilities. NCAE employees will receive annual training in a with NRS 388.133.

Backgrov

In 2, the 78th Legisla rnor Sandoval. This bin and pectful Learning Env state's ntly revised antion Safe an spectful Lear

of the station of Nevada passed Senate Bill 504, which was then signed into law by nuired the Department of Education to expand its existing Model Policy on Safe ments to include requirements and methods for reporting violations of the lying laws and a host of required trainings. The expansion to the Model Policy g Environments was approved by the Legislative Commission in January 2017.

Senate Bill 225 Led during the 79th Session of the Nevada Legislature and signed into law by then Governor Brian Sac val in June of 2017. The language of SB 225 (2017) added a third requirement to the Model Policy for safe and respectful learning environments: "requirements and methods for addressing the rights and needs of persons of diverse gender identities or expressions." (see NRS 388.133) The state's Model Policy on Safe and Respectful Learning Environments as required by NRS 388.133 sets the minimum standards for the policies that must be adopted by the boards of trustees of school districts or the governing bodies of charter schools, as required by NRS 388.134.

The Department of Education engaged in a comprehensive regulatory process, including engaging a diverse array of stakeholders, between July 2017 through October 2018, to develop regulatory language that met the requirements of state law. The resulting regulations can be found at the link below (see NAC 388.880); a summary outline of the provisions of that regulation specific to sex/gender diverse students has also been provided below.

These regulations became effective upon passage by the Legislative Commission on Octo 25, 2018. Boards of trustees of school districts or governing bodies of charter schools must adopt the state's Model Policy on Safe and Respectful Learning Environments, or they may adopt an expanded policy on ong as it complies with all of the provisions of the state's Model Policy on Safe and Respectful Learning F of this includes the provisions specific to sex/gender diverse students as found in NAC 388.880.

SOCIAL MEDIA POLICY

I. Expectations for all use of social media (personal and educational

- NCAE employees shall report, as required by law, a formation f d on a social networking site that falls under the mandatory reporting guidelines.
- NCAE employees shall consider wheth particular posting pupper pur professional reputation and effectiveness as an NCAE employee at river and the second se

II. Expectations for the personal use of social media

In addition to Section I, above, compession using source and for personal (non-school-related) purposes are expected to:

- Refrain from accepting current New students as "iends" on personal social media sites.
 - Never use a social nedia site to the information of the analysis of the student or employee in a way that is or could be reased by perceived discriminatory, he assing, or otherwise derogatory.
 - Never use a social edia site possible publish confidential or protected information about NCAE, its students, the ployees. Disclosure of confidential or protected information may result in liability for invasion on the protect or defamation.

III. Exr ations for the rational f social media

in dition to Sections I and above, employees using social media for educational (school related) purposes are cted to:

- mply with all NC policies and state laws on the use of school-owned hardware, software and n, rks apply, as evant, to the use of social media for a NCAE class or program.
- If using Facebook (or similar site), create an organization page for your class or program; do NOT use a personal Facebook page for school-related purposes.
- Establish expectations for acceptable use on your social media site that are compliant with the NCAE's expectations for acceptable use.
- Use school approved social media pages for one-way communications only and do not allow for responses, two-way communication, or direct messages.
- When you use social media for school activities, such as for an assignment, treat the work as an

extension of your schoolwork. Remember in most cases, the same rules apply online as they do in school.

- Do not post anything on an NCAE affiliated social media page that advocates for or against a political candidate or ballot initiative.
- Refrain from posting or otherwise publishing images that include students without parental release forms on file.
- Pay close attention to the site's security settings and allow only approved particults access to the site.
- Remember that behavior inappropriate in school or the classroom should be insidered inappropriate online.
- Seek consent before using the NCAE's logo or mascots. The use of a ' .c's log, mascot should be approved in writing by the principal.

PARENT GRIEVANCES

Should a parent have a grievance concerning a particular s or the admistration of the school, the grievance should be resolved using the following protocols. s that arise a particular classroom should always be addressed to the teacher first since the teacher alw. רא איγ airect knowledge of the student than anyone else. The Teacher: Parents should schedule a meeting , teacher outlining the nature of the on the seriousness of the issue, a meeting in advance by completing the *Pre-Conference Form*. Dependent mumstances is it ac school administrator may be present. Under ble for a parent to confront a teacher about an issue with students present, in the <u>רייי</u>ח.

- 1. **The Supervising Administrator**: If the grieve e cannot are inwith the teacher, the parent should schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting with supervise admostrator if the grieve e cannot are invited by a schedule a first-level meeting and appoint and the school principal. A submitted prior to setting an appointment. A second-level meeting are invited by a schedule are invited by a schedul
- 2. **The Governing Bo**r of the grie ce cannot be solved after meetings with the teacher, supervising administrator, a parincipal, ther parent must mit in writing, his/her grievance to the Governing Board. The paring Board pill review the ammary and will make one of the following determinations.
- The beardmay decide poport the previous decision;
- Dint up vo Board members to address the issue;
- I he board may ress the horin an open Board format; or
- The board may act is the issue an executive session, in accordance with the Nevada Open Meeting Law.

Govern Roard Meeting:

Parental erns and grances may also be raised during the community comments portion of the Governing be meeting the concern or grievance must be submitted in writing and no more than three minutes will be the Grievances or discussions involving specific personnel will not be entertained. It is recommended that the concern or grievance is addressed in one of the aforementioned steps before using this option.

Grievances regarding policy should be directed to a Governing Board Member. Grievances regarding an administrator should be directed to the individual first, then in writing to the board at a meeting. All grievances must be resolved at the school. The Governing Board will not entertain anonymous complaints, nor can they hold information in confidence when it is not in the best interest of the school.

GENERAL CONCERNS/QUESTIONS/SUGGESTIONS

Civil communication is expected at all times. Rude communication or behavior toward faculty or staff will not be tolerated. In the case of a grievance, face-to-face meetings may be preferable to e-mail communication. In the unfortunate event that resolution is not achieved through the process outlined above, it is likely that NCAE is not the best educational option for you and your child.

UNAUTHORIZED ENTRY OF NCAE BUILDING

Any person or persons found IN or ON the building without documente ermiss. vill be criminally prosecuted.

SECURITY CHECKS

The school may exercise its right to inspect all backpacks, package, parcels, and used containers entering and leaving the premises.

SECURITY OF SITE AND ASSETS

Maintaining the security of NCAE's buildings a ve. is every employ and user's responsibility. We would urge you to develop habits that ensure security as a mean front security and user's responsibility.

- Always keep cash properly secured. If you aware the person responsible. Do not keep cash a night remove and from campus; instead, cash must be deposited with the scheme ker daily.
- Know the location contrained and fire enguishers and familiarize yourself with the proper procedure for using the communication.
- When you leave a school's preces, make sure at your door is locked. If you are the last person on the premises, re sure all entry are properly acked and secured.

SCHOOL-WIDE EVENTS

• More d by Ada tration

ust have spo. who will dinate event in its entirety

SOPHY OF ATHLETICS D ACTIVITIES

NCAE prizes the value on thletics both to the individual participants and the school itself. Parents who have suge ons for intranceal sports are welcome to make an appointment with the I Principal for discussion. We hope to find the first opportunities in subsequent years. Activities and organizations can be positive influences in sector with and development, as well as teach qualities of leadership. Therefore, NCAE will begin to develop a cuity extracurricular program especially for our middle school students.

Extracurricular activities for middle school students may include Student Leadership, Journalism/Publications, Theater, and Choir. Elementary school children will also have a selection of after school activities in which to participate.

VOLUNTEERS

All volunteers will complete an application and submit to the process below.

Volunteers are a valuable asset to NCAE, whether volunteering for the school or for a teacher or the PTO. It does not matter if you volunteer for one hour or one hundred hours over the course of the school year; any help you give is essential in enhancing the education of our students.

- Students are not penalized (e.g. banned from extracurricular activities) if t' parents do not volunteer,
- Continued enrollment or reentry is not based on parent volunteerism,
- Monetary donations are not required in lieu of volunteer hours,
- References to volunteering on our school website include a statement voluning is not required of parents or families,
- References to volunteering within a student/parent handbook i de a statement that inteering is not required of parents or families,
- All guests and volunteers will check in through the aptor" system and receive the roper identification pass for the day, each day.

BACKGROUND CHECKS

Volunteers work under the constant supervision of an NCAE staff mem. Iless he/she completes the process to have a background check conducted which in

- Submitting fingerprints for a criminal back und crie in the rown evense.
- Signing a *Civil Applicant Waiver* acknowled, that find the submitted to the State of Nevada and the FBI and that confidential reserved will be eturned to the NCAE Principal and Business Manager.

Background checks revealized result in the inability of an individual to volunteer. iny negativ formation Background checks must submitted ar ally. Please al. up to 6 weeks to obtain results. Volunteers will be staff until result are received and verified. Volunteers that have accompanied by a n her of the N successfully completed backgr e are issued green volunteer badges to be easily identified as having authon Je alone with students.

MAINTA' YUTY

Volunteers must a by FERP, idelines

Volunteers must vie FERPA volunteer training video

- Yolunteers often ina rtently have access to sensitive information. Any information about students, des, faculty, etc. Normation confidential.
- V. eers may ob e situations of a sensitive nature. These are also to remain confidential. Ensure that 'ren's y and behavior are held in confidence.
- Discuss June Plating to student's behavior and performance **ONLY** with appropriate school staff.
- If a volunt mas a concern involving something that is witnessed, observed, or overhead it may only be discussed with the faculty member or school administrator.

IF A VOLUNTEER DISREGARDS THIS POLICY, THE PRIVILEGE OF VOLUNTEERING MAY BE REVOKED. APPEAR PROFESSIONAL.

NCAE staff and students follow a dress code to prevent unnecessary distractions in the classroom and create a

positive learning environment. Volunteers are expected to uphold these standards that set us apart and show that we take pride in the work that we do at NCAE by wearing modest, neat clothing.

Please, do not wear:

- ✓ Low-cut tops or shirts that show ANY cleavage
- ✓ Clothing that is worn, ripped, frayed, or torn
- Clothing and/or accessories containing obscene, profane, discriminator provocative or inflammatory words or pictures
- ✓ Workout clothes, including wind suits, jogging suits, yoga pants, compression ants, etc.
- ✓ Tight-fitting clothing, such as leggings
- ✓ See-through garments, halter-tops, bare-midriff or bare-back tops, tz _____ops/m_____shirts
- ✓ Low-cut pants or anything that allows undergarments to show

In addition, if the administration deems volunteer dress to be unach table despite an issue not inglisted specifically above, they reserve the right to ask that voluntee to leave campus for the day. The be thoughtful about the clothes that you choose to wear while volunteering.

SECTION XIV-

GOVERNING BOARD (BOARD)

Nevada Classical Academy Elko ("NCAE" or "the Scient") is gove Board ("the Board" or "Board"). The Governing Board operates in accordant with invalues and ong the principles of policy governance. The Board has entered and Charter Age with Nevada State Public Charter Authority. The bylaws are available on the principles of site, www. adaclassicalacademyelko.org

BOARD RESPONSIBIL

The Board is the governingIv ofSchool and is consible for overseeing the effective, faithfulexecution of the mission. Th.ding Board created Nevada Classical Academy Elko specifically toimplemend' classical eral-arts education guided by the following mission:

Mission

cultivate within studer. lifelong parsuit of academic excellence, virtuous living, and civic responsibility through a ssical, content-rich education in the liberal arts and sciences.

<u>Vision</u>

Nevada C. Cal Acade clko will develop the academic potential and personal character of students and fully preparent vive responsible, independent, and productive lives. NCAE is an open-enrollment, tuition-free, score public charter school which provides a high-quality education for students through a traditional classical education in the liberal arts and sciences. NCAE seeks to foster life-long learning in all students regardless of background, socio-economic status, or ability.

The Board oversees budgeting and spending, community outreach, charter fidelity, compliance with applicable laws and regulations, and development to support the program. More specific responsibilities of

the Board include but are not limited to:

ADVOCACY

• Serving as ambassadors for the School by clearly protecting and articulating the School's mission and goals and by garnering community support.

SCHOOL LEADER SUPPORT

- Providing input and feedback to the Principal on campus-specific issues an school culture, discipline policy, student recruitment, etc.).
- Supporting the Principal by ensuring that he/she has the moral and pressional support necessary to further the goals of the School.

FISCAL ACCOUNTABILITY

- Participating in the budgeting process each year, providing vice reedback to the Principal.
- Monitoring the management of financial resources by approving punual budget and ensuring that proper financial controls are in place.
- Financial reporting of the Treasurer to the L rd as the bylaw ensure the Board is "hands-on" as it relates to fiscal controls a responsible

COMPLIANCE

- Monitoring and ensuries compliant with the Nex Department of Education regulatory statutes and other local, so is, and federa with the Nex practices. Department of Education regulatory statutes eviewing school policies, programs, and practices.
- Reviewing school against als to ensure compliance with the vision, strategies, and object in tified herein.

OTHER

- Perving as a source population opening for a staff grievances that are unable to be resolved by the Principal.
- ely recruiting new ard directors and advisory council members.

In summary, a pard countable for the academic, financial, legal, and operational performance of the School. The Boar s responsibility for implementing its policies with the Principal, but the Board remains accountable.

SECTION XV-

GOVERNING BOARD CORE PRINCIPLES

CORE PRINCIPLES HELD BY THE NEVADA CLASSICAL ACADEMY ELKO GOVERNING BOARD

SCHOOL CULTURE

- Employees will model and encourage students to uphold the School's core virtues: courage, courtesy, honesty, perseverance, self-government, and service.
- Nevada Classical Academy Elko is an open enrollment school with no enrollment final outside of statutory and contractual requirements.
- Nevada Classical Academy Elko's educational philosophy requires a sr k-8 a. phere with a closed campus. This conscious choice ensures that all students are k₁, wn and edu d by caring adults.
- The Principal is accountable for the well-being of every studer aculty members personally know each of their students as well as others.
- Students wear a school-specific uniform and employees a re to a dr code.
- Discipline policies are designed to prevent interruption of teacher a learning as well as reinforce the core virtues.
- Classrooms are open for observation at an internet safter Labo

ACADEMICS

- Our educational philosophy is corressed in the Classical Education for Class
- Student services ides support with academic and behavioral needs. Interventions utilized to achieve dot assical Academy Enco's expectations are targeted and specific to each individual student.
- N' La Classical demy En sists grade inflation and social promotion. Mastery of core subjects always takes prio
 - Students will be acade
raduates will go on
one at Nevadaally on track to pursue multiple post-secondary options. Although many
ollege, students who do not intend to attend college will always be
ssical Academy Elko.
- Litera taught the gh an explicit phonics program. Mathematics is taught conceptually. Teache to y employ the Socratic method of discussion.
- Standardized __sts do not drive the curriculum.

LEADERSHIP STRUCTURE

The school's leadership structure is as follows: the School Leader reports to the Governing Board

Principal

- The Principal implements a traditional, classical, liberal arts and science curriculum.
- The Principal makes final decisions on curriculum, subject to the approval of the Board.
- The Principal, while chiefly the academic leader, is also responsible for the discipline, moral culture, operations, and financial priorities of the School.
- The Principal employs teachers based on their mastery of an academic discipline, * ability to convey knowledge to young people, and their capacity to maintain order and orum in the classroom. Certification is not an initial condition of employment; the Schreeverk with teachers who intend to obtain their certification in the State of Nevada
- Nevada Classical Academy Elko teachers are considered professionals. Their profession, development consists of required training sessions at the end ar the beginning of each polyear, to be coordinated by the Principal.

PARE, ND STUDENTS

- Pare. upport of to chool's academic and moral mission is essential. Parents are encouraged to learn about the School's philosophy and curriculum in order to help support and guide their students.
- To thrive at Nevada Classical Academy Elko, students must be polite and attentive in class and have a strong work ethic and willingness to learn.

FISCAL RESPONSIBILITY

• Our budgeting philosophy is conservative. We do not expend uncollected funds. When budgeting, first

priority is given to instructional materials, then faculty salaries, then other areas of the School deemed important by the Administration and the Board.

CONFLICT OF INTEREST POLICY

Board Members will confirm annually that they have no inappropriate conflicts that would preclude them from faithfully serving Nevada Classical Academy Elko. Board Members shall keep on file are podate at least annually the Conflict of Interest disclosure forms as required by the Nevada Department of Education.

CHARTER AGREEMENT

The Board will adhere to federal, state, and local laws identified explicitly or implicitly in the Constraints Agreement. In most instances, when the Board has been granted autor of through its full flexic waiver, the Board will develop its own policy.

OPEN MEETINGS ACT

The Board will adhere to the Nevada Open Meetings laws. The Boa.

- Establish a set schedule of meetings;
- Post meeting dates in a conspicuous location (u.) location);
- Post agendas not more than 1 week in advare but at leas before a meeting;
- Post and place 24-hour notice for emergency c d m rigs in a loc news vehicle (e.g., paper) and must state the reason for prgency mee che notice;

:11

- Provide specific meeting agendas to mmunicate plicly the matters expected to come before the Board. Matters rounticipated provide to the meeting and be addressed by amending the agenda;
- Keep minutes of pard Meet proposals, record tes

COMM' COMIN. AT PUB. 1EETINGS

The ard welcomes puble mments are limited to 2 representation of the comments in the Board's meeting minutes and to ensure the Board can ac also be britted in writing

If a non-Board mbe ald like to make a comment, offer information, or has a question, he/she should raise his/n ad to indicate a desire to speak. Comments must be relevant and not reflect information about a specific student, faculty member, or a personally identifying situation. Such interjections will be recognized at the discretion of the Board Chair.

EXECUTIVE SESSION

The Board Chair shall permit Executive Sessions for meetings when discussing or deliberating upon the

appointment, employment, compensation, hiring, disciplinary action or dismissal, or periodic evaluation or rating of an employee or interviewing applicants for a position of employment. The vote on any matter covered in this paragraph (if required) shall be taken in public.

OFFICIAL POSTING PLACE FOR COMMUNICATIONS

Committee meeting times and agendas are visibly posted in the front office and on the Science website. Board meeting agendas are posted in the same manner.

OPEN RECORDS ACT

The Board shall be subject to the Freedom of Information Act (FOIA)/Oper Records Act of Nex requirements.

POLICY MAKING

The Board shall operate according to the policy governance me The Board and be solely responsible for adopting, repealing, or amending governance policies for Nevada ical demy Elko. The Principal shall be solely responsible for reasonably interpreting those policies and e ig them. The Principal shall be responsible for maintaining all school-level operating procedures, policie.

FUNDRAISING

Fundraising activities must not undermine the miss and philo products of School. Students of Nevada Classical Academy Elko will not engage in doc order sales of any kind.

GRIEVANCE RELATED TO T

This School firmly belies, that adults me be models of generated even in the most difficult situations. Should a particular ave a gries are a gries ar

- **Teacher**: Parehould so'le a meeting with the teacher by emailing the teacher directly.Under no circums'is it evel coeptable for a parent to confront a teacher about an issue with
students present, in'ing his/her own.
- **Principal**: If the grin ce cannot be resolved with the teacher, the parent should discuss the prime with the Prime al.
- The B. If the grance cannot be resolved with the Principal, the parent should refer the matter grand.

Parental concerns and grievances may also be raised during the community comments portion of the board meeting. The concern or grievance must be submitted in writing, and no more than two minutes will be granted. Grievances or discussions involving specific personnel will not be entertained at a public meeting. It is recommended that the concern or grievance be addressed in one of the aforementioned steps before using this option.

GRIEVANCE RELATED TO A SCHOOL LEADER

Grievances regarding an administrator should be directed to the individual first, then in writing to the Board.

IMPORTANCE OF FOLLOWING THE CHAIN OF COMMAND

The practice of following the chain of command in communications with the School on news concerning particular students encompasses far more than grievances. It refers to parents' communication of any kind that seeks or requires an action on the part of the School regarding their students and derstands that parents will have questions, opinions, and comments that need to be expressed oncern. Their children's education. Such communication can be very helpful to the running of the School.

Our preference is that such communication be expressed initially to the leacher or teachers of the leacher or teachers of the leacher communication is warranted, the parent should consult the leacher of the leacher communication. Warranted, then the parent should refer the matter to the Bozen in needed.

The Board is not the first point of contact and therefore will refer control of the appropriate members of the Administration.

The reason for this chain of command is that the acceptiably has the non-direct knowledge of the child and can usually do more to remedy or ameline te a situation can the social or a board member. We understand that some parents are "concet averse" is a situated want to bring up potentially difficult issues with a teacher. Nonetheless, the teach are set to help each child in whatever way possible.

Some situations, admitter Jeem by the ery nature to rrant a discussion with the Principal initially. For example, parents p nave question he overall homework load or a particular way concerns abo it is easier and more expedient to speak to the of teaching, such as the ratic meth Principal first. In these cas ำพ′ , it is always because for the parent to have as much specific information Principal can act on that information. General comments such as from the teacher as possible . "Nevada my Elkoi ally hard" may be true but cannot be acted on as effectively as specific of the c work or the teaching. comm , about the n

EXEL VE FUNCTION DURIN A DECLARED STATE OF EMERGENCY

It is here solved that using a period of a declared state of emergency by either the United States of America or the state wevada (the "Declared Emergency"), the principal may temporarily suspend the application and the ment of the School and Staff Handbook to ensure compliance with governmental directives, including public health mandates, state directives, and any governmental response plans implemented during the Declared Emergency. This resolution shall not be construed to give the principal any additional powers or responsibilities except as construed herein. Any suspension of the School and Staff Handbook by the principal shall be provisional in nature and the suspension must be brought to the Board at the next general meeting of the Board for vote and approval. Any suspension of application or enforcement of the School and Staff Handbook shall only last as long as necessary and shall end no later than the end of the Declared Emergency.

OPERATIONS

EMERGENCY OPERATIONS PLAN

The School maintains a stand-alone Emergency Operations Plan.

SECURITY CHECKS

The School may exercise its right to inspect all backpacks, packages, parcels, and closed aine. tering and leaving the premises. School lockers are school property and may be subjected to searches a school with without cause.

Nevada Classical Academy Elko is not responsible for lost or stolen it is. Valuables such as table Pods, compact discs, pagers, and video games are NOT to be brought the incol. Problems should be reported to the office.

APPENDIX 1: THE HONOR CODE AND PARENT/STUDENT COMPACT

Nevada Classical Academy Elko HONOR CODE

Nevada Classical Academy Elko students strive to be virtuous in conduct, seek to grow in scholarship and learning, and pursue a commitment toward civic responsibility. Nevada Classical Academy Elko students will not lie, cheat, or steal, and will discourage others from such actions.

Understanding the Honor Code

Nevada Classical Academy Elko was founded to develop students in both mind and chara in bool's virtues are the guiding principles used to cultivate and nurture character: courage, courtesy, esty, personce, self-government, and service. Students are expected to conduct themselves honorably in word and de the strive to live by the virtues, and to encourage others to do so as well.

Courage is the state of mind that enables one to face danger or fear wit' infidence. Aristotle tells us that a courageous person will fear things but will endure them for the sake in enable. In the infidence of danger or challenge, courage is a firm conviction—with appropriate levels of fear and convert.

Courtesy is both demonstrating good manners and disping a willing perosity to show kindness and respect toward others. Courtesy contributes to a culture vility of anpus. Washington famously kept a copy of 110 "Rules of Civility in Conversations Amongst Me V of the rules served as practical guidelines for courteous living. Washington employee ur actions of to portray a sign of respect for others around us, regardless of their standing, rate of position.

Honesty is derived from the Latin qulation *integritas*. *Integritas* literally means "intact" — or the state of being whole and should her word, truth and nothing but the *whole* truth. Aristotle wrote that an ethical person should be only be hones, should be ver of truth. Such a person would be truthful in situations in which being how would make no imme or difference or other words, as C.S. Lewis once said, "Integrity is doing the right thing, e should is watching."

actful

____ Always Tell the Truth ____

Perseverance mea. eadfastly pursue a course of action or a purpose, often in the face of obstacles or discouragement. As the well-known poem reminds us, *if at first you don't succeed, try, try again...if you will persevere, you will conquer, never fear...try, try again!* In 1771, Samuel Adams exhorted his fellow patriots: "Instead of sitting down satisfied with the efforts we have already made...the necessity of the times, more than ever, calls for our utmost circumspection, deliberation, fortitude, and perseverance."

Self-government is the ability to "rule over oneself." As Socrates states in the Platonic dialogues, a man should be temperate and a master of himself, and ruler of his own pleasures and passions. Aristotle described a self-restrained person as someone who, on account of reason, does not follow their base desires. It takes education and practice to develop the characteristics of self-government—self-control, moderation, prudence, and restraint. Effective self-governance promotes a civil and orderly culture and leads to an increase in liberty for both in the self and societies alike.

_____ Practice Self-Control _____

Service is an active disposition toward assisting in the needs of, or promoting welfare of others. It is a welfare of others. It is a welfare of others in their need and to provide help to the point of self-service. One of the most enduring examples of service is that of the good Samaritan, who not only rende service is that of the good Samaritan represents a mode elfless and service and generosity to a person in need.

____ Help Others ___

Nevada Classical Academy Elko students are expected and the foundation of the founda

In academics and scholarshoutdents must any do their ownork, represent themselves truthfully, and only claim what is their own marism is a serie violation of the hour code—and is defined as the use of someone else's words or ideas with proper ack marism is deceptive and is cheating in that it is an atter program an unfair advantage by appropriating someone else's work or ideas.

Guided by ______d parents, _____ents should seek to exhibit the School's virtues and live by the School pledge ______il learn the tr______ill do the ______d, I will love the beautiful.

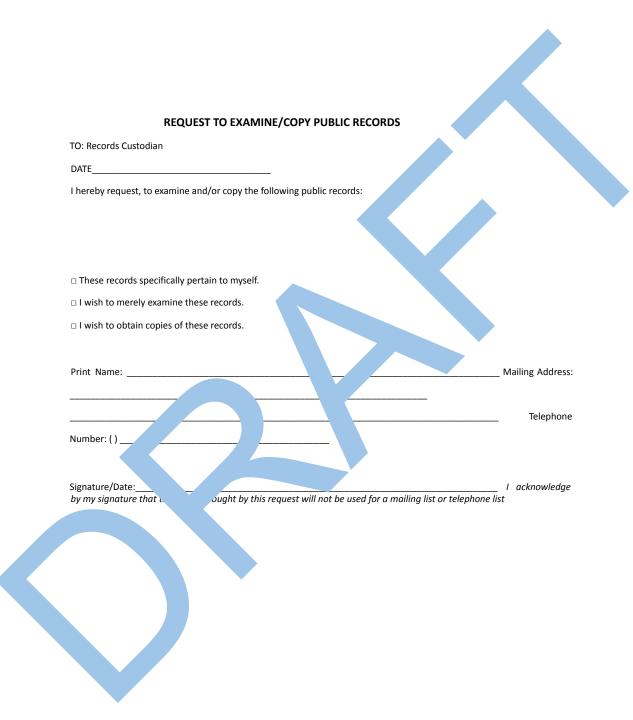
Nevada Classical Academy Elko PARENT COMPACT

(To be Signed by all Parents/Guardians)

I have read and understand the policies, guidelines, and expectations in the handbook. I have carefully discussed the Nevada Classical Academy Elko Honor Code with my child and he/she understands what it means. I pledge to encourage my child to be virtuous in conduct, to help him/her grow in scholarship and learning, and to foster in him/her a commitment to civic responsibility. I will hold my child to the highest standards of integrity and will discourage him/her from lying, cheating, or stealing.

Name(s) re(s) Date Nevada Classical Academy Elko STUDENT COMPACT (To be Signed by 2nd – 8th Grade Stu I understand the Nevada Classical Academy Elko Honor Code and have discus. rith m nt(s). I pledge to be virtuous in conduct, to grow in scholarship and learning, and to pursue a comm. civic responsibility. I will not lie, cheat, or steal, and I will discourage others from doing so. Name Signature Date

APPENDIX 2: REQUEST TO EXAMINE/COPY PUBLIC RECORDS



APPENDIX 3: MEDICAL FAQ

When should I keep my child home from school?

Your child should stay home from school for any of the following:

- Fever of 100 I F or higher (taken by mouth)
- Contagious illness (including pink eye)
- Inability to comfortably take part in regular school activities

How long should my child stay home?

A child kept home or sent home with a fever may not return to school until he/ s fever free for 24 ho. without the use of fever reducing medications like Tylenol or Motrin.

Children with vomiting or diarrhea should be kept home for 24 hours symptoms have topped.

Does my child need a note after staying home sick?

Yes, school policy requires a note in order for an absence to be counted as each of the doctor for an illness, please obtain a note with a return-to-school date.

Does the School supply medications, like Benadryl o

For emergency use, the School has a supply of over the inter-med. However, v. 2 encourage that medications be provided and, when possible, administered by a parel uardian prover dications must be in a sealed, original container and an authorization must be signed an file the School.

?

Can my child carry medications .s/her b.

No, if your child needs medic of during school whether presention or over-the-counter), it must be kept at the front office. The only excool on to this is pre-indicated life-sa inhalers).

Do I need to fill out a form so .

can take medicine to school?

ack or lunch

Yes, parents / must comp. he Administration of Medication/Medical Procedures form. A separate, fully comp. a torm is on file is the medication. Please note that for prescription medications, the form must is gned by a parent, rdian and risician. For over-the-counter medications, the form only needs to bread by a parent/guardized

Do n.tions need to be in acial container?Medicat.nust be in their oal, sealed container labeled with your child's name and the dose/frequencyof administic(e.g. 400mmouth every 4-6 hours). Inhalers should also be similarly labeled.

What about control dications?

These include medications for ADD/ADHD, anxiety, depression, and various behavioral and developmental conditions. These must be dropped off by the parent/guardian in person and counted in the presence of a school staff member. If you are unsure, please contact your attending physician or the School front office. Parents/guardians must complete the *Administration of Medication/Medical Procedures* form.

What are emergency medications?

Emergency medications are used in case of a life-threatening event and include Epi Pens, rescue inhalers, and GlucaGon. These are for severe, diagnosed medical conditions such as allergies with anaphylaxis or diabetes. Parents/guardians must complete an *Administration of Medication/Medical Procedures* form and an *Emergency Action Plan*.

Students who are responsible and able to self-administer may keep those medications in their backpacks or in an emergency bag with them. For students who are unable to self-administer without supervision, the dications may be stored in the front office or with the child's teacher.

If my child carries his/her emergency medication, should an extra dose be kept in the fr recommends sending a back-up to be kept in the front office as well, in the event that student ts to bring the medication or misplaces it.

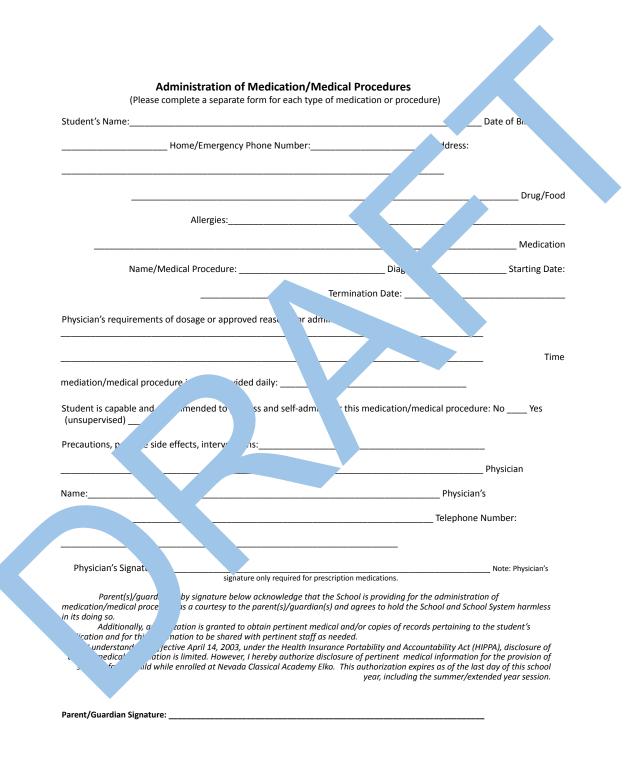
Are there any special considerations for children with emergency medication arents/guardians must fill a Administration of Medication/Medical Procedures form and an Emergen ation Plan. The School recommendation filling out these forms with the help of the physician who prescribed a mergency meriation.

How do I know if my child needs an Emergency Action Plan?

Any child with a serious, diagnosed medical condition that may be life threas usual as seizure disorder, diabetes, such as seizure disorder, diabetes, be School front office. If you are unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if your child needs one, please contact the free unsure if you are unsure if your child needs one, please contact the free unsure if you are unsure if you ar

What if my child has no documented allergies but has Pen and Epi Pen Jr. in the event a child with no known al. time an Epi Pen is used, the School will call 9-1-1 and the Anaphylaxis is an acute or severe allocontext ion with lifeshock).

APPENDIX 4: MEDICAL FORMS



Emergency Action Plan Student with Special Health Care Needs

Student Name:			Birthdate:	
Preferred Hospital:				
Medical Condition/Diagnosis:				
			-	
			-	
Note: In case of serious illness/injury, the school will render first aid while fir (9-1-1) and the parent/guardian. If transport to a medical facility is required, parent/guardian's preferred hospital choice.			ncy respon. o follow the	
Parent/Guardian Name:		Pai	rent/Guardian Phone	
Number:	_	Healthcare	Provider Name:	
	althcare	Prov	Phone Number:	•
If You See This Do This				
If An Emergency s: 1. If the ency is life-threatening imediately call 9-1-1. 2. Stay we lent or designate do so.				
3. Call or de someone ncipal. When Calling 9-1-1. 1. State who you Crote where you an SW 3rd ST, Fruitland) Solutions				
Physician Signa	Date:			
	Date.		_	

APPENDIX 5: NCAE WELLNESS POLICY

PREAMBLE

Nevada Classical Academy Elko, School Food Authority (hereto referred to as the SFA) is committed to the optimal development of every student. The SFA believes that for students to have the opportunity to achiever sonal, academic, developmental, and social success, we need to create virtuous, safe, and health-provering learning environments at every level, in every setting, throughout the school year. This policy outline SFA's approach to ensuring environments and opportunities for all students to practice healthy eating and record sivity behaviors throughout the school day while minimizing distractions. Specifically, this policy estables goals correctiones to ensure that:

• Students have access to healthy foods throughout the school day in a sance with Federal and state tition standards;

school;

- Students receive quality nutrition education that helps them $d = \rho$ lifelong heal pating behaviors;
- Students have opportunities to be physically active during and
- Schools engage in nutrition and physical activity promotion and or. rtiv that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition hysical activity behaviors in and out of school;
- The community is engaged in supporting the work of the creating continent etween school and other settings for students and staff to practice lifelong infrastructure for management, oversight, impleme established goals and objectives.

This policy applies to all students

ols in the SF

SCHOOL WELLNESS COMM

COMMITTEE ROLE AND MEML

The SFA will components and persents the second wellness committee (hereto referred to as the SWC) that meets at least twice per second solutions for a second health and safety policies and programs, including development, implement, and persents eview and update of this SFA-level wellness policy (heretofore referred to vellness policy").

Themembership will represet all school levels and should include, but not be limited to: parents, students,represees of the School nion program, faculty members, school leadership, school board members; andavailable hprofessionals.dietitians, doctors, nurses, dentists).

LEADERSHIP

The principal or designee(s) will convene the SWC and facilitate development of and updates to the wellness policy, and will ensure the School's compliance with the policy.

Wellness Coordinator: NCAE Representative Food Service Director: Principal

IMPLEMENTATION, MONITORING, ACCOUNTABILITY, AND COMMUNITY ENGAGEMENT

IMPLEMENTATION PLAN

The SFA will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions, and timelines, and includes information a who will be responsible to make what change, by how much, where, and when, as well as specific goals and cotives for nutrition standards for all foods and beverages available on the School campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education, and other school campus control that promote student wellness. This wellness policy and the progress reports can be found one School campus.

RECORD KEEPING

The SFA will retain records to document compliance with the requirement of the wellness policy at the School office. Documentation maintained in this location will include but will one limited to:

- The written wellness policy;
- Documentation demonstrating compliance with community involve.
 actively solicit SWC membership from the required stakeholder group
 the development, implementation, and period view and update of t.
- Documentation of the triennial assessment of put
- Documentation demonstrating compliance with plic notin. pourements, puding: (1) methods by which the wellness policy, annual progress repeated and trient public; and (2) efforts to actively notify families a set the public of the public.

TRIENNIAL PROGRESS ASSESSMENT

At least once every three yr che SFA will e ate complianc ith the wellness policy to assess the implementation of the r and include:

- The extent to which the pool compliance where e wellness policy;
- A description of the program de in attaining the goals of the SFA's wellness policy. The SWC will

monito pliance with wellness

ONS AND UPDATING THE P

The Sv fill update or modify wellness policy based on the results of the annual progress reports and triennial assessme. Ind/or as SFA prices change; community needs change; wellness goals are met; new health science, information, choology erges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed up as indicated at least every three years, following the triennial assessment.

COMMUNITY INVOLVEMENT, OUTREACH, AND COMMUNICATIONS

The SFA is committed to being responsive to community input, which begins with awareness of the wellness policy. The SFA will actively communicate ways in which representatives of SWC and others can participate in the development, implementation, and periodic review and update of the wellness policy through a variety of means appropriate for that SFA. The SFA will also inform parents of the improvements that have been made to school meals and compliance with

school meal standards,

availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The SFA will use electronic mechanisms, such as email or displaying notices on the SFA's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of and updates to the wellness policy, as well as how to get involved and support the policy.

NUTRITION

SCHOOL MEALS

The School is committed to serving healthy meals to children, with plenty of fr vegetables, whole gran fat-free and low-fat milk; moderate sodium, low in saturated fat, and zero s trans fat per serving (nutritic el or manufacturer's specification); and to meet the nutrition needs of school dren within their calorie requiremen. The School meal programs aim to improve the diet and health of sch children, help / ate childhood obesity, model healthy eating to support the development of lifelong healthy z pattern a support healthy choices while accommodating special dietary needs. The SFA participates in the ำล' Jol Lunch Program (NSLP) and is committed to offering school meals that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Meet or exceed current nutrition requirements est shed by sal, state, rederal statutes and regulations. (The SFA offers reimbursable school n s meet <u>USDA nutrition standards</u>.)

STAFF QUALIFICATIONS AND PR JONAL DEV. MENT

All school nutrition program irectors, mana and staff will no or exceed hiring and annual continuing education/training requirements in the UC standards for child nutrition professionals. These school nutrition personnel will reference and standards to search for training that meets their learning to search for training that meets their learning to search for the search for the

WATER

To note hydration, free, s. Inflavored inking water will be available to all students throughout the school day an oughout every school caus. The SFA will make drinking water available where school meals are served during mean

COMPETITIVE DS AND BE' GES

The SFA is commission of the surger of the school campus during the school day support hours of the school campus during the school day support hours of the school meal programs (i.e., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information are available at: http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks.

FUNDRAISING

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the School campus during the school day. The SFA will make available to parents and teachers a list of healthy fundraising ideas.

NUTRITION PROMOTION

Nutrition promotion and education positively influence lifelong eating behaviors by using evice p-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition in school meal programs. Nutrition promotion also includes marketing divertising citious foods and beverages to students and is most effective when implemented consistently through a comprehence and multi-channel approach by school staff and teachers, parents, students, and the innunity.

The SFA will promote healthy food and beverage choices for all students ughout the School campus, as well encourage participation in school meal programs.

NUTRITION EDUCATION

The SFA aims to teach, model, encourage, and support healthy eating by stude. The School will provide nutrition education and engage in nutrition promotic

- Is designed to provide students with the knowley and skins v to promo, and protect their health;
- Include enjoyable, developmentally-appropriate a participat acc.
- Promote fruits, vegetables, whole-grain products, lo at a suf-free dairy products, and healthy food preparation methods;
- Include nutrition e ution training for achers and othe ff.

FOOD AND BEVERAGE MARKE

The SFA is cor bool environment that ensures opportunities for all students to practice healthy to providing eating ar JSICOL OC hehaviors ighout the school day while minimizing commercial distractions. The SFA strive leach students n make in ed choices about nutrition, health, and physical activity. These efforts will kened if students are ected to a critising on SFA property that contains messages inconsistent with the br rting through nutrition education and health promotion efforts. It is the intent of the h. information the SFA is i tect and promote stu t's health by permitting advertising and marketing for only those foods and SFA 、 beverag at are permitted t e sold on the School campus, consistent with the SFA's wellness policy.

PHYSICAL ACTIV

Physical activity dunce the school day (including but not limited to recess, physical activity breaks, or physical education) will not be normally withheld as punishment.

To the extent practicable, the SFA will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The SFA will conduct necessary inspections and repairs.

PHYSICAL EDUCATION

The SFA will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education.

All students will be provided an opportunity to participate in physical education classes. The school will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

Outdoor recess will be offered when weather is feasible for outdoor play. In the event that the poll or SFA must conduct indoor recess, teachers and staff will follow the indoor recess guidelines that provide the poll activity for students, to the extent practicable. Recess will complement physical education class. Less monitor teachers will encourage students to be active, and will serve as role models by being physical ctive alongside the pollow the whenever feasible.

OTHER ACTIVITIES THAT PROMOTE STUDENT WELLNESS

The SFA will integrate wellness activities across the entire school set of just in the leteria, other food and beverage venues, and physical activity facilities. The SFA will coordinate otegrate other initiatives related to physical activity, physical education, nutrition, and other wellness compone of efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting ont well-being, optimal development, and physical fitness.

USDA NONDISCRIMINATION STATEMENT

In accordance with federal civil rights law and U.S. Depart int of A ulture to civil rights regulations and policies, the USDA, its agencies, offices and employees, an stinuous participating in or administering USDA programs are prohibited from discrete and employees, an interval on sparticipating in or administering USDA and the stinuous programs are prohibited from discrete and employees, and stinuous participating in or administering USDA and the stinuous programs are prohibited from discrete and employees, and stinuous participating in or administering USDA and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and employees, and the stinuous programs are prohibited from discrete and the stinuous programs aread area and the stinuous prohibited from discrete

Persons with disabilities of require altern of means of commutation for program information (e.g. Braille, large print, audiotape, America. Language the agency (state or local) where they applied for benefits. Individuals who are that hearing or have speech disabilities may contact USDA through the Federal Relay Service at 800-877-8339. A mally, program information may be made available in languages other than English.

To f program complaint criminati mplete the USDA Program Discrimination Complaint Form (AD-3027), online at http://www.as da.gov/complaint filing cust.html and at any USDA office, or write a letter adu d to USDA and provide he letter all of the information requested in the form. To request a copy of the comple rm, call 866-632-99 Submit your completed form or letter to USDA by: 1. ma Department griculture Office of * ssistant Secretary for Civil Rights ^را (۲ endence Avenue, SW , con, D.C. 20250-9410

2. fax: (202) 690-, +42

3. email: program.intake@usda.gov

This institution is an equal opportunity provider.

APPENDIX 6: SCHOOL LUNCH FISCAL POLICY AND PROCEDURES

The following federal and state regulations, guidance, and laws govern alternate meals and unpaid meal charges:

Nevada Classical Academy Elko shall provide a nutritionally adequate lunch that qualifies for reimbursement under the federal child nutrition program regulations. Children eligible to receive free or reduced-priced modes and milk shall not be treated differently from other children. These plans shall ensure each of the following

- Unless otherwise specified, the names of the children shall not be published, posted punced in any manner, or used for any other purpose other than the National School Lunch Provem.
- There shall be no overt identification of any of the children by the use of specie kens or tick r by any other means.
- The children shall not be required to work for their meals or milk.
- The children shall not be required to use a separate dining area, go ugh a separate serving line, enter dining area through a separate entrance, or consume their moder milk at a different time.

When more than one lunch or type of milk is offered pursuant to this a. the front d reduced-price eligible children shall have the same choice of meal.

RECOVERING UNRECOVERED OR DELINQUENT DEBT

Title 2, *Code of Federal Regulations* (2 *CFR*), Section 2 26: Let are an unallow cost to federal programs. According to federal guidance, unpaid meal charges are signated as are done desinquent debt until deemed uncollectable, at which time it becomes bad debt. The distance bet an unallow of delinquent debt and bad debt is described below:

- Unrecovered or delinque ebt reference meal charge at have not been paid by the student(s) or parent(s) during the cal year.
- Bad debt is consider unrecovered end inquent debt the ofter all reasonable steps have been taken, has not been recovered before, the lower in which the debt was incurred.

Nevada Classical Academy Elko all reasonable steps to recover the unrecovered or delinquent debt, and if unsuccessful the debt, the debt, the debt, the total nt.

CHARGE POLICY CONSIDE. ONS

As not hove, unrecovered or inquent debt becomes bad debt at the end of the fiscal year it is incurred in, unless subt falls into one vo exceptions:

• Date of The construction is incurred less than 90 days prior to the end of the fiscal year. Under this exception, the SFA will be at a copportunity to have a maximum of 90 days to collect the debt and receive payment for the unpaid meal charges. The 90 days will begin at the end of the claiming period for the debt incurred. At the end of the 90 days, the unpaid meal charges will be deemed as bad debt and a non-federal funding source must repay the NSFSA within 30 days.

If a student incurs unpaid meal charges in the last month of school, Nevada Classical Academy Elko will have a maximum of 90 days to collect the debt. If Nevada Classical Academy Elko is unsuccessful in collecting the unrecovered

or delinquent debt at the end of the 90 days, then the debt becomes bad debt.

• **Repayment Plan:** This refers to the situation where Nevada Classical Academy Elko enters into a repayment plan with the family prior to the end of the fiscal year and this process continues into the next fiscal year. For example, a family notifies the district that they are willing to make monthly payments and agrees to set up a six-month payment plan in an effort to pay off the student's unpaid meal charge balance. Under this exception, the School can establish a payment plan for the family that allows the unrecovery or delinquent debt to carry forward into the next fiscal year.

BAD DEBT RECORD KEEPING REQUIREMENTS

Once unrecovered or delinquent debt becomes bad debt, records relating to the charges must be managed in accordance with the record retention requirements in 7 *CFR*, sections 210.9(hind), and 210.15(b). The follower records will be maintained to document the appropriate establishment and and ling of bad debt:

- Evidence of efforts to collect unpaid meal charges.
- Evidence the collection efforts fell within the timeframe and me. establi oy the local meal charge policy.
- Financial documentation showing when the unpaid meal charge(s) becan poperating loss. Documentation showing when the repayment plan was agreed to the variable of the parties (as applicable vidence any funds written off as bad debt were restored to the NSFSA using non-variable vidences.

MEAL CHARGE POLICY PREPAYMENT OPTIONS

USDA Policy Memo SP 57-2016 addresses prepayment opt. policies. Nevada Classical Academic pages families help ensure that children have sistent acc po healthy, results and the reduced-price or paid rate to charges.

 Families may make cash c
 ck paymer
 occounts at the School office. Families may also

 purchase lunches via credit c
 it c
 at the lunch check of the counter on the day of service.

NOTIFYING SFA MEA RGE POLICIES AND PROCEDURES

- a Classical Academy Elk use the following methods to communicate the meal policies:
- a letter to househol xplaining the meal charge policy when providing student registration materials.
 Inc. he written polic nen using existing notification methods to inform families about applying for free or read-price read, such as distributing household applications at the start of the school year.
- Post the put school's web site.
- Set up a parener diffication system when a student's meal payment account is low or when the student begins charging for their meals.

TRACKING REVENUE AND EXPENSES

Nevada Classical Academy Elko will track all meal program revenue and expense on a separate line item in the general budget. Each month all revenue and costs will be reconciled and tracked, to be reviewed by the Principal and

Director of Operations.

Nevada Classical Academy Elko will track any and all non-program foods separately from program food costs (e.g. adult meals). No food items will be purchased from the food service account (fundraisers, *a la carte* etc. will all be purchased through a general fund account). Program costs consist of all reimbursable lunches, prior approved equipment purchases, and program materials (such as marketing and office supplies). The Principal, Director of Operations and Business Manager will be trained annually on allowable costs, bad debt procedures and the meal content.

APPENDIX 7: FAMILY/STUDENT HANDBOOK ACKNOWLEDGEMENT FORM

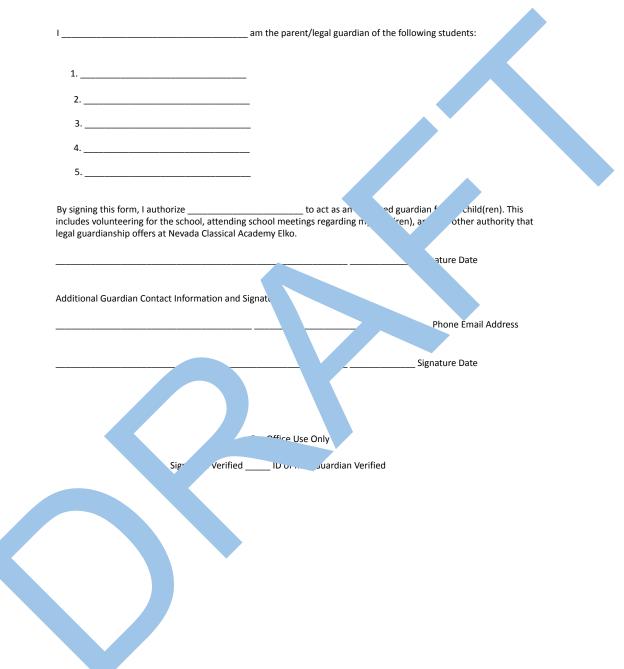
Family/Student Handbook Acknow' gement

My signature indicates that I have read The NCAE Family and Stur Handbook and will abide by the core document located at nevadaclassicalacademyelko.org.

I further acknowledge that I have been notified of my FERPA rights	<u>t</u> h	uirements of the
Asbestos Hazard Emergency Response Act (AHERA).		

Student Name (Printed)	Student Signatu	
Grade Date		
Parent Name (Printed)		
Date		
Thank you for allowin	r staff the opportunity to partner with you in the education	
Lase	sign and return this page to the school office.	

SCHOOL COPY



Guardian Authorization

(Make a nice back cover)